



Child Care and Development Fund (CCDF) Plan

For

State/Territory: California

FFY 2012-2013

This Plan describes the CCDF program to be administered by the State/Territory for the period 10/1/2011 – 9/30/2013. As provided for in the applicable statutes and regulations, the Lead Agency has the flexibility to modify this program at any time, including amending the options selected or described herein.

For purposes of simplicity and clarity, the specific provisions printed herein of applicable laws and regulations are sometimes paraphrases of, or excerpts and incomplete quotations from, the full text. The Lead Agency acknowledges its responsibility to adhere to them regardless of these modifications.

Public reporting burden for this collection of information is estimated to average 162.5 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

Form ACF-118 Approved OMB Number 0970-0114 expires 12/31/2013

**Child Care and Development Fund (CCDF) Plan
For**

California FFY
2012-2013

**PART 1
ADMINISTRATION**

1.1 Contact Information

The agency shown below has been designated by the Chief Executive Officer of the State (or Territory), to represent the State (or Territory) as the Lead Agency. The Lead Agency agrees to administer the program in accordance with applicable Federal laws and regulations and the provisions of this Plan, including the assurances and certifications appended hereto. (658D, 658E)

1.1.1 Who is the Lead Agency designated to administer the CCDF program? Identify the Lead Agency and Lead Agency's Chief Executive Officer designated by the State/Territory. ACF will send official grant correspondence such as grant awards, grant adjustments, Plan approvals and disallowance notifications to the designated contact identified here. (658D(a), §98.10)

Name of Lead Agency: California Department of Education (CDE)

Address of Lead Agency: 1430 N Street, Sacramento, California 95814

Name and Title of the Lead Agency's Chief Executive Officer: Tom Torlakson, State Superintendent of Public Instruction

Phone Number: 916-319-0800

Fax Number: 916-319-0100

E-Mail Address: superintendent@cde.ca.gov

Web Address for Lead Agency (if any): <http://www.cde.ca.gov>

1.1.2 Who is the CCDF administrator? Identify the CCDF administrator designated by the Lead Agency, the day-to-day contact, with responsibility for administering the State/Territory's CCDF program. ACF will send programmatic communications such as program announcements, program instructions, and data collection instructions to the designated contact identified here. **If there is more than one designated contact with equal or shared responsibility for administering the CCDF program, please identify the co-administrator or entity with administrative responsibilities and include contact information.** (§§98.16(a) and (c)(1))

a) Contact Information for CCDF Administrator:

Name of CCDF Administrator: Camille Maben

Title of CCDF Administrator: Child Development Division (CDD) Director

Address of CCDF Administrator: 1430 N Street, Suite 3410, Sacramento, California, 95814

Phone Number: 916-322-6233

Fax Number: 916-323-6853

E-Mail Address:

Web Address for Lead Agency (if any): <http://www.cde.ca.gov>

Phone Number for CCDF program information

(for the public) (if any): [916-322-6233](tel:916-322-6233)

Web Address for CCDF program

(for the public) (if any): <http://www.cde.ca.gov/sp/cd/>

Web Address for CCDF program policy manual

(if any): [N/A](#)

Web Address for CCDF program administrative rules

(if any): [N/A](#)

b) Contact Information for CCDF Co-Administrator (if applicable):

Name of CCDF Co-Administrator:

Title of CCDF Co-Administrator:

Address of CCDF Co-Administrator:

Phone Number:

Fax Number:

E-Mail Address:

Description of the role of the Co-Administrator:

1.2 Estimated Funding

1.2.1 What is your expected level of funding for the first year of the FY 2012 - FY 2013 plan period?

The Lead Agency estimates that the following amounts will be available for child care services and related activities during the 1-year period from October 1, 2011 through September 30, 2012. (§98.13(a)).

FY 2012 Federal CCDF allocation (Discretionary, Mandatory and Matching): \$ [543,987,446](#)

Federal TANF Transfer to CCDF: \$ [0](#)

Direct Federal TANF Spending on Child Care: \$ [408,563,000](#)

State CCDF Maintenance-of-Effort Funds: \$ [85,593,217](#)

State Matching Funds: \$ [215,157,473](#)

Reminder - Lead Agencies are reminded that not more than 5 percent of the aggregate CCDF funds, including federal funds and required State Matching funds, shall be expended on administration costs (§98.52) once all FY2012 funds have been liquidated. State Maintenance-of-Effort funds are not subject to this limitation.

1.2.2 Which of the following funds does the Lead Agency intend to use to meet the CCDF Matching and maintenance-of-effort (MOE) requirements described in 98.53(e) and 98.53(h)? Check all that apply.

Territories not required to meet CCDF Matching and MOE requirements should mark

☐ N/A here

Note:The Lead Agency must check at least public and/or private funds as matching, even if pre-kindergarten (pre-k) funds also will be used.

☒ Public funds to meet the CCDF Matching Fund requirement. Public funds may include any general revenue funds, county or other local public funds, State/Territory-specific funds (tobacco tax, lottery), or any other public funds.

If checked, identify source of funds:

The Budget Act appropriates state general fund dollars for the CDE's Child Development programs. There are approximately 1,450 contracts dispersed through approximately 777 public and private agencies statewide to support and provide services to almost 504,000 children.

If known, identify the estimated amount of public funds the Lead Agency will receive:

☐ Private Donated Funds to meet the CCDF Matching Fund requirement. Only private received by the designated entities or by the Lead Agency may be counted for match purposes. (98.53(f))

If checked, are those funds:

☐ donated directly to the State?

☐ donated to a separate entity(ies) designated to receive private donated funds?

If checked, identify the number of entities designated to receive private donated funds and provide name, address, contact and type:

If known, identify the estimated amount of private donated funds the Lead Agency will receive:

☐ State expenditures for Pre-K programs to meet the CCDF Matching Funds requirement.

If checked, provide the estimated percentage of Matching Fund requirement that will be met with pre-k expenditures (not to exceed 30%):

If percentage is more than 10% of the Matching fund requirement, describe how the State will coordinate its pre-k and child care services:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for Matching Funds requirement:

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

☐ State expenditures for Pre-K programs to meet the CCDF Maintenance of Effort (MOE) requirements.

If checked,

☐ The Lead Agency assures that its level of effort in full-day/full-year child care services has not been reduced, pursuant to 98.53(h)(1).

Estimated percentage of MOE Fund requirement that will be met with pre-k expenditures (not to exceed 20%):

If percentage is more than 10% of the MOE fund requirement, describe how the State will coordinate its pre-k and child care services to expand the availability of child care:

If known, identify the estimated amount of pre-k funds the Lead Agency will receive for MOE Fund requirement:

Describe the Lead Agency efforts to ensure that pre-k programs meet the needs of working parents:

1.2.3 Describe the activities for which quality funds (including targeted quality funds for infants and toddlers, school-age children, and resource and referral) will be used in FY 2012. In as much detail possible, list the activities that will be funded, the estimated amount of CCDF quality funds that will be used for each activity, and how these activities relate to the Lead Agency's overall goal of improving the quality of child care for low-income children.

Activity	Estimated Amount of CCDF Quality Funds (indicate if targeted funds will be used)	Purpose	Projected Impact and Anticipated Results

1) Local Child Care and Development Planning Councils	1) \$3,319,000	1) A forum to identify local child care priorities/develop policies to meet those needs: http://www.cde.ca.gov/sp/cd/re/lpc.asp	1) Better coordinated child development activities in communities and counties across California
2) License Enforcement for Child Care Programs	2) \$8,000,000 Partially targeted funds		
3) Development of Learning Foundations, Curriculum Frameworks & supporting materials	3) \$964,000 Targeted funds	2) Support state licensing of child care facilities	2) Safer environments for children in group care
4) Desired Results System for Children and Families	4) \$905,100	3) Establish Early Learning Guidelines, curriculum frameworks, and support materials to assist workforce	3) Improved understanding of childrens development, curriculum planning and practice
5) California Early Childhood Mentor Program	5) \$2,866,295 Targeted funds	4) Establish/maintain assessment system aligned with the states Early Learning Guidelines: http://www.wested.org/de/siredresults/training/	4) Research-based assessments of children in child care and development settings
6) California Preschool Instructional Network (CPIN)	6) \$2,600,000 Targeted funds	5) Mentor ECE college students, provide support to new directors/administrators, and compensate experienced staff mentors: http://www.ecementor.org/	5) Improved quality of care via one-to-one mentor relationships
7) Child Care Initiative Project (CCIP)	7) \$3,027,444 Partially targeted funds (includes \$225K in state funds)	6) Provide statewide professional development, technical assistance, to improve the quality of CA preschool programs: http://www.cpin.us/	6) More preschool teachers using the CA preschool learning foundations and curriculum framework
8) Child Development Training Consortium	8) \$3,191,200 Partially targeted funds (includes \$291,200 state funds)	7) Recruit/train individuals to become and retain licensed FCC providers: http://www.rnetwork.org/programs/child-care-initiative-project.html	7) Increased supply of trained licensed family child care home providers
9) Desired Results Field Training	9) \$580,000	8) Financial/technical assistance for college-level courses leading to a CD Permit: http://www.childdevelopment.org/cs/cdtd/print/htd/ocs/home.htm	8) Raise the quality of care in early care and education settings throughout California by supporting an educated workforce
10) English Language Learners Support	10) \$1,400,000 Partially targeted funds	9) Provide regional trainings on the Desired Results system, develop training materials/activities: http://www.wested.org/de/siredresults/training/	9) More of the ECE workforce trained on use of the states early childhood assessment instruments
11) Faculty Initiative Project (FIP)	11) \$455,000 Targeted funds	10) Provide training by	10) More of the preschool workforce trained in proper strategies to support children whose home language is not English
12) Family Child Care at Its Best Project	12) \$910,000 Partially targeted funds		11) Growing use of the FIP curriculum guides to support ECE instruction in the 105 community colleges and 23 CA State universities
13) Health and Safety Training	13) \$455,000		12) Provide training and improve the quality of care by family child care home providers
14) Inclusion and Behavior Consultation Network	14) \$460,000		13) On-going training
15) Map to Inclusive Child Care & CSEFEL	15) \$250,000 Targeted funds		
16) Program for Infant/Toddler Care (PITC) Institutes	16) \$970,000 Targeted funds		
17) PITC Inclusion of Infants and Toddlers with Disabilities	17) \$840,000 Targeted funds		
18) PITC Partners for Quality Regional Support Network	18) \$3,920,000 Targeted funds		
19) Training and Stipends for School-Age Program Professionals	19) \$693,420 Targeted funds		
	20) \$650,000 Targeted funds		
	21) \$91,000 Targeted funds		
	22) \$22,285,541 Partially targeted funds (includes \$18,688,000 state funds)		
	23) \$10,750,000		

20) Community College PITC Demonstration Sites	Partially targeted funds (includes \$1,144,800 state funds)	using the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, and etc. http://www.cpin.us/p/pel/	and up-dating of child care providers in basic child health and safety
21) 800-KIDS-793 Phone Line for Parents	24) \$318,000 Targeted funds		14) Provide direct support to care providers working with children with special needs and challenging behaviors
22) Resource and Referral Programs	25) \$455,000 Targeted funds	11) Integrate essential CDE/CDD content and competencies into ECE curriculum in the CA Community College/CA State University systems: http://www.wested.org/facultyinitiative/	15) Resources available to providers to include children with special needs into child care settings and participating CSEFEL sites and trainers supported
23) Child Care Retention Program: AB 212	26) \$960,000 Targeted funds		16) 100 to 160 individuals will attend the PITC Institute each year, improving infant/toddler care
24) Child Development Teacher & Supervisor Grant Program	27) \$570,000	12) Training/quality improvement services to licensed FCCH providers throughout CA. http://humanservices.ucdavis.edu/ChildDev/Programs/FamilyChildCare.aspx?unit=CHLDEV	17) Local capacity to serve infants and toddlers with disabilities is increased by training provided by 100 to 130 PITC-certified trainers and interventionists
25) Stipend for Permit	28) \$71,886,000	13) Reimbursement to child care providers for costs associated with completing health/safety training	18) Improved infant/toddler care because of on-site technical assistance and support
26) Subsidized TrustLine Applicant Reimbursement		14) Consultation, on-site training, and technical assistance to programs serving children with disabilities and special needs, including challenging behaviors: http://www.wested.org/cs/cpei/print/docs/cpei/behavior-inclusion.html	19) Support for school-age program professionals
27) Evaluation of Quality Improvement Activities		15) Facilitate a collaborative effort to expand opportunities for children with disabilities and support integration of the Center on the Social and Emotional Foundations for Early Learning http://www.cainclusivechildcare.org/camap/	20) Opportunities to observe PITC best practices in care for infants and toddlers in group settings
28) TOTAL		16) PITC Institutes, a comprehensive training program for trainers of infant/toddler caregivers, presented in four separate modules, http://www.wested.org/cs/we/view/serv/97	21) Accommodate the range of calls received each month
		17) Provide a training-of-trainers institutes, for college instructors, PITC institute graduates	22) Locally-based free resources for all families seeking child care, training for child care providers, and current data on all licensed providers
			23) Maintain high levels of retention for those who participate
			24) Approximately 300 students will obtain financial assistance

		<p>http://www.wested.org/cs/we/view/pj/514</p> <p>18) Provide training/technical assistance activities, at the local level, for care of infants/toddlers: http://www.wested.org/cs/we/view/pj/249</p> <p>19) Community-based training to staff working in before-and after-school programs: http://www.calsac.org/</p> <p>20) Support CA community colleges to integrate PITC into their existing infant/toddler programs and courses and to serve as demonstration sites: http://www.wested.org/cs/we/view/pj/249</p> <p>21) Provide bilingual phone assistance to parents seeking child care using the callers zip code, automated or live information specialist.</p> <p>22) Support resource and referral (R&R) programs that make referrals to parents for child care services, administer TrustLine fingerprint screening, and carrying out professional development activities: http://www.rnetwork.org/welcome/for-providers.html</p> <p>23) Provide funds for child care staff retention activities to retain qualified staff who work directly with children in state-subsidized, center-based programs</p> <p>24) Provide financial grants for college course work leading to Child Development Permits. Participants are selected on financial need/academic achievement</p> <p>25) Pay the cost of the application fees for</p>	<p>25) Child development permits paid for about 4,250 applicants and fingerprint processing fees paid for about 2,700 first-time applicants</p> <p>26) Ensure that family members, friend, and neighbors are not detoured from providing care due to TrustLine fingerprinting costs</p> <p>27) Evaluation results will be used to provide guidance for continuing, expanding, and restructuring Quality Improvement (QI) activities</p>
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		students to obtain a Child Development Permit 26) Pay the fees associated with the TrustLine fingerprinting 27) Evaluate the impact of various quality improvement system activities	
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1.2.4 Will the Lead Agency distribute quality funds to counties or local entities?

- ☐ No, the Lead Agency will manage all quality funds directly
- ☒ Yes, the Lead Agency will manage some quality funds directly and distribute a portion to local entities. Estimated amount or percentage to be distributed to localities

Over half is locally administered.

- ☐ Yes, all quality funds will be distributed to local entities
- ☐ Other.

Describe:

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1.3 CCDF Program Integrity and Accountability

Program integrity is defined to include efforts that ensure effective internal controls over the administration of CCDF funds. The Lead Agency is responsible for monitoring programs and services, ensuring compliance with the rules of the program, promulgating rules and regulations to govern the overall administration of the plan and oversee the expenditure of funds by sub-grantees and contractors. (§ 98.11(b)) Accountability measures should address administrative error, which includes unintentional agency error, **as well as address** program violations, both unintentional and intentional, that may or may not result in further action by the Lead Agency, including those cases suspected of and/or prosecuted for fraud.

1.3.1. Describe the strategies the Lead Agency will utilize to ensure effective internal controls are in place. The **description** of internal controls may include, but is not limited to a description of processes to ensure sound fiscal management, to identify areas of risk or to establish regular evaluation of control activities.

Describe:

The CDE Accounting Office prepares and submits the quarterly Administration for Children and Families (ACF)-696 to report outlays and un-liquidated obligations in accordance with the Federal reporting requirements established for the Mandatory, Matching, and Discretionary grants. The Associate

Accounting Analyst prepares and reconciles various worksheets using data from the State of California's Accounting and Report System and information provided by the Child Development Fiscal Services Unit. The Accounting Administrator I reviews the information for accuracy. The Accounting Administrator II provides the final review and approval of all documents.

Contractors are required to submit annual financial and compliance audits to CDE's Audits and Investigations (A&I) Division. All audits must be performed by 1) a Certified Public Accountant who possesses a valid license to practice within the State of California; 2) a Public Accountant licensed on or before December 31, 1970, and currently certified and licensed by the State of California; 3) a member of CDE's staff of auditors; or 4) Public agencies may have their audits prepared by in-house auditors if the public contractor has internal audit staff that performs auditing functions and meets the test of independence found in the Governmental Auditing. The A&I conducts a review of the audit to determine whether the audit is acceptable and to determine the contractor's net reimbursable program costs.

In order to ensure local agency compliance with new federal regulations, the CDE drafts management bulletins that define the new regulations and clearly outline the new reporting requirements. The management bulletins are posted on the CDE Web site and agencies are notified of the new management bulletins via e-mail that includes a link to the management bulletin. The CDE has designated personnel who are available by phone and e-mail to provide technical assistance to the local agencies. In addition, CDE personnel bi-annually attend regional conferences to provide training to agency staff to help improve data accuracy.

CDE personnel attend ongoing training activities in order to remain informed about federal and state reporting requirements and maintain adequate programming and data analysis skills. The software packages used for data analysis and programming are annually updated to ensure that CDE personnel have the resources necessary for efficient data analysis and timely reporting.

The CDE continually strives to collect accurate monthly population and sample data by implementing data entry controls, such as edit checks, as well as reviewing input data and producing exception reports. The exception reports are generated by data management staff and provided to field consultants for follow-up and resolution.

To ensure the security of confidential data, the CDE maintains a computer system that must be accessed using individual user-identifications (IDs) and passwords. User-IDs and passwords are only issued to essential CDE personnel. To further ensure security, the web server, sequel server, and individual computer worksites are continually updated with the most current security protection technology. Finally, CDE personnel follow strict state guidelines, regarding the protection of personally identifying information.

The CDE has recently completed an approved ACF-402 report estimating error rates in all programs containing CCDF funds, matching funds, or maintenance of effort funds. The methodology for sampling, analyzing case files, and estimating the error rate was approved by the Federal Administration for Children and Families. In addition, the CDE's procedures and recommendations for achieving reductions in the estimated error rate was approved during the report approval process. The next ACF-402 is due in June 2011. We anticipate achieving our target error rate reductions and setting new targets for administrative accuracy.

1.3.2. Describe the processes the Lead Agency will use to monitor all sub-recipients. Lead Agencies that use other governmental or non-governmental sub-recipients to administer the program must have written agreements in place outlining roles and responsibilities for meeting CCDF requirements. (98.11 (a) (3))

Definition: A sub-recipient (including a sub-contractor and or sub-grantee) is a non-Federal entity that expends Federal awards (contract or grant) received from another entity to carry out a Federal program, but does not include a vendor nor does it include an individual who is a beneficiary of such a program. OMB Circular A-133 Section 210 provides additional information on the characteristics of a **sub-recipient and vendor** (http://www.whitehouse.gov/omb/circulars/a133_compliance_supplement_2010). The description of monitoring may include, but is not limited to, a discussion of written agreements, fiscal management, review of policies and procedures to ensure compliance with CCDF regulations, monitoring/auditing contractors or grantees to ensure that eligible children are served and eligibility documentation is verified, and establishing performance indicators or measures related to improper payments.

Describe:

The CDE maintains overall control and the following oversight responsibilities:

- 1.Negotiation, issuance, and execution of contracts, grants, or interagency agreements
- 2.Provides technical assistance to contractors, grantees, and public agencies
- 3.Monitoring of fiscal and service data reports required to be submitted by contractors, grantees, or public agencies
- 4.Reviews of fiscal and compliance audits required to be submitted by contractors, grantees, or other public agencies for final close-out of contracts and grants. State agencies are audited by the Bureau of State Audits
- 5.Contractor reviews
 1. Review of each child care and development service contractor at the local level by the CDE or other authorized representatives using the following procedures:
 - 1.Agency annual self-review
 - 2.Categorical Program Monitoring (CPMs)/Contract Monitoring Reviews (CMRs) of each school or contracted program
 - 3.Enforcement of requirements
 2. Review of contractors or grantees providing quality improvement activities encompass the following tasks:
 - 1.Review of monthly invoices and progress reports
 - 2.For those producing materials, review and approval of materials during development and prior to final production
 - 3.For those conducting training, review of training plan, observation of training activities, and review of client evaluations of training activities
 - 4.Contract for periodic independent evaluations of the efficiency and effectiveness of all major quality improvement activities
 3. Reviews of Alternative Payment Program (APP) contractors conducted on an annual basis.

1.3.3. Describe the activities the Lead Agency will have in place to identify program violations and administrative error to ensure program integrity using the chart below. Program violations may include intentional and unintentional client and/or provider violations as defined by the Lead Agency. Administrative error refers to **areas identified through the Error Rate Review** process (98.100). Check which activities, if any, the Lead Agency has chosen to conduct.

Type of Activity	Identify Program Violations	Identify Administrative Error
Share/match data from other programs (e.g. TANF, Child and Adult Care Food Program (CACFP), Food and Nutrition Service (FNS), Medicaid))	<input type="checkbox"/>	<input type="checkbox"/>
Share/match data from other databases (e.g., State Directory of New Hires, Social Security Administration, Public Assistance Reporting Information System (PARIS))	<input type="checkbox"/>	<input type="checkbox"/>
Run system reports that flag errors (include types)	<input type="checkbox"/>	<input type="checkbox"/>
Review of attendance or billing records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Audit provider records	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct quality control or quality assurance reviews	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct on-site visits to providers or sub-recipients to review attendance or enrollment documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Conduct supervisory staff reviews	<input type="checkbox"/>	<input type="checkbox"/>
Conduct data mining to identify trends	<input type="checkbox"/>	<input type="checkbox"/>
Train staff on policy and/or audits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other. Describe	<input type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe:

The CDE has two teams, consisting of a manager and analysts who report to the Education Administrator responsible for estimating improper payments. Both teams conduct on-site reviews of contracted centers and voucher contractors to examine the records retained by contractors, and specifically examine attendance records, provider records, and any other record that could produce an improper payment or administrative error. They also conduct trainings in performing quality assurance reviews, identifying fraud, and on program practices necessary to comply with state and federal regulations and avoid errors.

If the Lead Agency checked none, please describe what measures the Lead Agency has or plans to put in place to address program integrity:

1.3.4. What strategies will the Lead Agency use to investigate and collect improper payments due to program violations or administrative error? Check and describe in the chart below which strategies, if any, the Lead Agency will use for each of the following areas: Unintentional program violations (UPV), intentional program violations (IPV) and/or fraud, and administrative error as defined in your State/Territory. **The Lead Agency has the flexibility to recover misspent funds as a result of errors. The Lead Agency is required to recover misspent funds as a result of fraud (98.60(i)).**

Strategy	UPV	IPV and/or Fraud	Administrative Error
Require recovery after a minimum dollar amount in improper payment. Identify the minimum dollar amount: \$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinate with and refer to other State/Territory agency (e.g. State/Territory collection agency, law enforcement). Describe:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Fraud investigation prosecution handled through local District Attorneys Office.			
Recover through repayment plans	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reduce payments in the subsequent months	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recover through State/Territory tax intercepts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recover through other means. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Establish a unit to investigate and collect improper payments. Describe composition of unit:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provide training/best practices in identifying potential fraud cases. Increasing clarity of program rules to prevent fraud.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
None	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For any option the Lead Agency checked in the chart above other than none, please describe:

California does not collect administrative errors. Suspected fraud cases are referred to criminal investigators at local District Attorney's offices for investigation and prosecution. Training in identifying fraud and administrative error is described above.

1.3.5. What type of sanction, if any, will the Lead Agency place on clients and providers to help reduce improper payments due to program violations?

- ☐ None
☒ Disqualify client.

If checked, please describe, including a description of the appeal process for clients who are disqualified

The parent is provided a Notice of Action (NOA), termination of services. The NOA informs the parent of the following: The parent may appeal the NOA to the contractor and, if necessary, to the CDD within a 14/19 day timeframe. Termination of services is suspended during the appeal process. The CDD reimburses the contractor for services provided to the family during the appeal process.

- ☒ Disqualify provider.

If checked, please describe, including a description of the appeal process for providers who are disqualified

No appeal.

- ☒ Prosecute criminally
☐ Other.
Describe.

1.3.6 Based on responses provided from Question 14 in the most recent ACF-402 report, please describe those actions the Lead Agency has taken or plans to take to reduce identified errors in the table below. Territories not required to complete the Error Rate Review should mark

Activities identified in ACF-402	Cause/Type of Error (if known)	Actions Taken or Planned	Completion Date (Actual or planned) (if known)
<p>1) The CDE has two teams working full-time reviewing files, identifying administrative errors, and assisting sub-recipients in crafting and implementing error rate reduction plans. Agency specific error rate estimates have been successful in identifying issues that impact future statewide estimates and reducing the incidence of errors.</p> <p>2) For all sub-recipients, an annual independent audit is required and reviewed by CDE.</p> <p>3) Simplify calculation of family co-payment</p>	<p>1) Administrative errors</p> <p>2) Improper payments</p> <p>3) Frequent miscalculations of family co-payment.</p>	<p>1) On-site reviews of sub-recipients identified as high-risk.</p> <p>2) Review of annual agency audits and completion of on-site audits of high-risk contractors by CDE auditors.</p> <p>3) Completion of report to Legislature and Governor regarding source of errors, submission of request to change family co-payment schedule.</p>	<p>1) Ongoing</p> <p>2) Ongoing</p> <p>3) State Fiscal Year 2011-12</p>

1.4 Consultation in the Development of the CCDF Plan

Lead Agencies are required to *consult* with appropriate agencies in the development of its CCDF Plan (§98.12, §98.14(a),(b), §98.16(d)).

Definition: *Consultation* involves the meeting with or otherwise obtaining input from an appropriate agency in the development of the State or Territory CCDF Plan. At a minimum, Lead Agencies must consult with representatives of general purpose local governments. (§§98.12(b), 98.14(a)(1))

1.4.1 Identify and describe in the table below who the Lead Agency consulted with in the development of the CCDF Plan (658D(b)(2), §§98.12(b), 98.14(b)).

Agency/Entity	Describe how the Lead Agency consulted with this Agency/entity in developing the CCDF Plan
<input checked="" type="checkbox"/> <p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>The CDE consults with local governments by means of its Child Care and Development Local Planning Councils (LPCs). The LPCs bring all the local stakeholders together, including subsidized and non-subsidized early care and education providers, employers, county welfare departments (CWDs) and human services agencies, local educational agencies (LEAs), regional centers, colleges, California Children and Families Commission (First 5 California), job training programs, and parent organizations to create local strategic priorities for child care services for all children and families who need them. The focus of LPCs is to improve effectiveness and access to child care subsidies, and ensure that training and quality improvement initiatives reach local communities. CDE staff meets quarterly with LPC leaders to share information regarding various issues. LPC representatives are participants in meetings involving child care and development programs and issues such as the California Early Learning Quality Improvement System (CAEL QIS). Also, each of the 58 LPCs completed the quality improvement survey to determine the priority programs for 2010-11.</p>
<p>For the remaining agencies, check and describe (optional) any which the Lead Agency has chosen to consult with in the development of its CCDF Plan.</p>	
<input type="checkbox"/> <p>State/Territory agency responsible for public education</p> <p>This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	
<input type="checkbox"/> <p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	

<input type="checkbox"/> State/Territory agency responsible for licensing (if separate from the Lead Agency)	
<input type="checkbox"/> State/Territory agency with the Head Start Collaboration grant	
<input type="checkbox"/> Statewide Advisory Council authorized by the Head Start Act	
<input type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services	
<input type="checkbox"/> State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)	
<input type="checkbox"/> State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant	
<input type="checkbox"/> State/Territory agency responsible for public health (including the agency responsible for immunizations and programs that promote children's emotional and mental health)	
<input type="checkbox"/> State/Territory agency responsible for child welfare	
<input type="checkbox"/> State/Territory liaison for military child care programs or other military child care representatives	
<input type="checkbox"/> State/Territory agency responsible for employment services/workforce development	
<input type="checkbox"/> State/Territory agency responsible for Temporary Assistance for Needy Families (TANF)	

<input type="checkbox"/>	Indian Tribes/Tribal Organizations	
<input type="checkbox"/>	N/A: No such entities exist within the boundaries of the State	
<input type="checkbox"/>	Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21	
<input type="checkbox"/>	Provider groups, associations or labor organizations	
<input type="checkbox"/>	Parent groups or organizations	
<input type="checkbox"/>	Local community organizations (child care resource and referral, Red Cross)	
<input type="checkbox"/>	Other	

1.4.2. Describe the Statewide/Territory-wide public hearing process held to provide the public an opportunity to comment on the provision of child care services under this Plan. (658D(b)(1)(C), §§98.14(C)). At a minimum, the description should include:

a) Date(s) of notice of public hearing: [04/21/2011](#)

Reminder - Must be at least 20 days prior to the date of the public hearing.

b) How was the public notified about the public hearing? [The CDE employed two methods to notify the public of the required public hearing and provide a wide distribution of information regarding the draft 2012-2013 CCDF State Plan and the process. The public hearing notice and a brief summary of the State Plan were made available at <http://www.cde.ca.gov/sp/cd/re/stateplan.asp>. A separate announcement of the location, date and time of the public hearing, together with a summary of the State Plan and notification of the Web address for the complete draft Plan was sent to interested parties.](#)

c) Date(s) of public hearing(s): [05/16/2011](#)

Reminder - Must be no earlier than 9 months before effective date of Plan (October 1, 2011).

d) Hearing site(s) [1430 N Street, Room 1101, Sacramento](#)

e) How was the content of the Plan made available to the public in advance of the public hearing(s)? [The draft of the proposed 2012-2013 CCDF State Plan was posted on the CDE Web site at <http://www.cde.ca.gov/sp/cd/re/stateplan.asp>.](#)

f) How will the information provided by the public be taken into consideration in the provision of child care services under this Plan? [The CDE reviews the public testimony, e-mails, and correspondence to determine if the issue is included in the proposed CCDF State Plan, or if it warrants further investigation.](#)

1.4.3. Describe any strategies used by the Lead Agency to increase public consultation on the Plan or access to the public hearing. For example, translating the public hearing notice into multiple languages, using a variety of sites or technology (e.g., video) for the public hearing, holding the hearing at times to accommodate parent and provider work schedules.

1.4.3. Describe:

[The CDE established an e-mail account specifically for interested parties to provide input for the State Plan.](#)

1.5. Coordination Activities to Support the Implementation of CCDF Services

Lead Agencies are required to *coordinate* with other Federal, State, local, Tribal (if applicable) and private agencies providing child care and early childhood development services

Definition - *Coordination* involves child care and early childhood and school-age development services efforts to work across multiple entities, both public and private (such as in connection with a State Early Childhood Comprehensive System (SECCS) grant or the State Advisory Council funded under the Head Start Act of 2007). (658D(b)(1)(D), §§98.12(a), 98.14(a)(1))

1.5.1. Identify and describe in the table below with whom the Lead Agency coordinates in the delivery of child care and early childhood and school-age services (§98.14(a)(1)).

Agency/Entity (check all that apply)	Describe how the Lead Agency will coordinate with this Agency/entity in delivering child care and early childhood services	Describe the goals or results you are expecting from the coordination
		Examples might include increased supply of full-day/full-year services, aligned eligibility policies, blended funding, or access to more training and technical assistance resources shared across agencies.

<p>Representatives of general purpose local government (required)</p> <p>This may include, but is not limited to: representatives from counties and municipalities, local human service agencies, local education representatives (e.g., school districts), or local public health agencies.</p>	<p>The CDE coordinates with local governments by means of its Child Care and Development LPCs. The CDE supports the overall coordination of child care services at the local level through established LPCs in each of the 58 counties, under the auspices of county boards of supervisors and county superintendents of schools. Membership, as determined by local government, consists of 20 percent of each of the following categories: child care providers, community representatives, consumers, public agency representatives, and persons at the discretion of the appointing agency.</p>	<p>The LPCs are mandated to conduct county child care needs assessments and to prepare plans to address identified needs. These assessments must include information on the supply and demand for child care, including the need for both subsidized and non-subsidized care. As part of the needs assessment process, child care resource & referral programs contribute, supply and demand data gathered and updated annually. The CDE provides guidance and technical assistance to the LPCs as they develop their needs assessments. The CDE utilizes all of the collected data from the needs assessments to obtain a statewide picture of child care need.</p>
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<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public education (required) This may include, but is not limited to, State/Territory pre-kindergarten programs (if applicable), programs serving school-age children (including 21st Century Community Learning Centers), or higher education.</p>	<p>1) The CDE works with county offices of education, school districts, private schools, and LEAs. The CDE also worked collaboratively with the California County Superintendents Educational Services Association Curriculum and Instruction Steering Committee to set up the CPIN in each of the eleven Superintendents' regions.</p> <p>2) The CDE has been providing a state prekindergarten program for more than 60 years through its contracts with school districts, colleges, and private nonprofit agencies, including community action agencies, and churches and other faith-based organizations.</p> <p>3) The CDE offers grants for before and after school programs for pupils that operate during the non-school hours and are provided at or near school sites whenever possible. The state-funded After School Education and Safety (ASES) Program, a result of the voter-approved initiative Proposition 49, serves grades K–8. Federal funding authorizes the 21st Century Community Learning Centers (CCLC) program in No Child Left Behind, Title IV, Part B. This program serves eligible students in grades K–12 in public, non-public and charter schools. Eligible grant recipients include LEAs, non-public schools, city and county governments, private nonprofit groups, and community and faith-based organizations.</p> <p>These after-school programs focus on academic support including improvement and age-appropriate enrichment activities. There are specific staffing requirements and hours of program operation to meet the goals of the program. While not necessarily meeting the full child care needs of families, the program provides high-quality educational and enrichment programs.</p> <p>4) The CDE works in conjunction with California Community Colleges and California State Universities (CSU), ECE/Child Development departments and faculty regarding curriculum at both the lower-division and upper-division.</p>	<p>1) The goal is to coordinate the delivery of child care and development services throughout the state. Because school systems represent a large portion of the child care delivery system, the CDE also works closely with LEAs to both gain ideas and disseminate information. The Desired Results child and family outcomes, the <i>Prekindergarten Learning and Development Guidelines</i>, and the <i>California Preschool Learning Foundations, Volume 1</i>, have been articulated with the content standards for kindergarten through twelfth grade (K–12). The CDE has developed a Desired Results Developmental Profile assessment for School Readiness (DRDP-SR). This observational assessment can be used by LEAs as they determine a child's developmental level in five domain areas. The DRDP-SR assessment is for use during the Transitional-Kindergarten year and as a child enters public kindergarten. The CPIN provides high-quality professional development with a comprehensive and coordinated statewide message for preschool teachers and administrators. Professional development focuses on school readiness and transition from preschool to kindergarten and first grade, early language and literacy, mathematics, the Desired Results system, children with disabilities and children who are English language learners.</p> <p>2) The California State Preschool Program (CSPP) provides both part-day and full-day services that provide curriculum that is developmentally, culturally, and linguistically appropriate for the children served. The program also provides meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities to employees.</p> <p>3) ASES and 21st CCLC grants are required in statute to provide literacy, math, and other academic content as well as enrichment activities that are designed to support safe, constructive alternatives for students in the non-school hours and require the creation of a local community collaborative of partners, including, law enforcement agencies, who have committed to the ongoing sustainability of the program. Computer training, visual and performing arts, health, nutrition, intra-mural sports, and physical fitness may be included as enrichment components; in addition to other academic and locally-identified content; California High School Exit Exam (CAHSEE) preparation, career</p>
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		<p>development, and community service-learning may be provided for older students. Programs may be operated in locations other than school sites. 21st CCLC programs may seek additional funding to provide locally assessed family literacy services and assure equitable access for eligible students.</p> <p>Competitive funding opportunities are open to LEAs; cities; counties; charter schools; and nonprofit, community, and faith-based organizations in partnership with an LEA. Consortia of two or more local organizations are also eligible to apply for funding.</p> <p>Each application for funding must demonstrate planning and development of each program that involves collaboration with parents, youths, and representatives from schools and governmental agencies, such as city and county parks and recreation departments, community-based organizations, the private sector, and other identified program partners. These programs provide an opportunity to merge school reform strategies with activities offered by other sectors of the community to improve assistance to students and their families and to broaden the base of support for education. For more information, see the CDE After School Programs Office Web site at http://www.cde.ca.gov/ls/ba/.</p> <p>4) The purpose is to best prepare the ECE workforce in California. This includes input from the California Mentor Teacher Program, the California Curriculum Alignment Project, and the Child Development Training Consortium which is working to align community college courses and support CSU articulation.</p>
<input checked="" type="checkbox"/> Other Federal, State, local, Tribal (if applicable), and/or private agencies providing early childhood and school-age/youth-serving developmental services (required)	The CDE has established an ongoing relationship with the First 5 California.	First 5 California allocates the revenues to corresponding state and county commissions for early childhood development programs.

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for public health (required)</p> <p>This may include, but is not limited to, the agency responsible for immunizations and programs that promote children's emotional and mental health</p>	<p>1) The CDE works closely with the California Department of Health Services (CDHS) to create and maintain the linkage between child care and health care.</p> <p>2) The CDHS, the CDE, and the California Department of Social Services (CDSS) have worked to address the growing concern about the proper immunization of children.</p> <p>3) The CDE recognizes the importance of children's emotional and mental health. California's Infant, Preschool, and Family Mental Health Initiative (CIPFMHI) is funded by the First 5 California, administered through the California Department of Mental Health, coordinated by the WestEd Center for Prevention and Early Intervention, and implemented in cooperation with eight county departments of mental health and interagency partners. The CDE coordinates with the initiative through its Beginning Together Project, which had been administered by Sonoma State University and is now administered by WestEd.</p>	<p>1) The state provides services for pregnant women and children through various programs: Medi-Cal (California's Medicaid program) BabyCal, Access for Infants and Mothers, and the Healthy Families Program. Together, those three programs cover children up to 250 percent of the federal poverty level, and pregnant women and their infants up to 300 percent of the federal poverty level.</p> <p>2) The link between health care and child care is strengthened by the requirement that children be immunized at the appropriate age before being enrolled in child care settings. The CDHS, the CDE, and the CDSS have worked to achieve higher immunization rates among children.</p> <p>3) The initiative hopes to expand and enhance relationship-based approaches to service and the delivery of mental health treatment services to children prenatal to age five and their families. Outreach sessions are conducted in 10 to 20 areas of California each year to bring together ECE staff, family child care providers, early interventionists, and other professionals working with infants and toddlers. The purpose of the sessions is to discuss how to better coordinate services for children from birth to three years of age who have disabilities or other exceptional needs. Representatives from the counties with CIPFMHI pilot projects will be included in these meetings when they are held in their areas so that mental health services are considered in the discussions.</p>
<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for employment services / workforce development (required)</p>	<p>The CDE coordinates with CDSS to ensure all families receive necessary child care services as they transition off cash assistance and into the workforce.</p>	<p>To provide access to child care and development services for families leaving cash assistance.</p>

<input checked="" type="checkbox"/>	State/Territory agency responsible for providing Temporary Assistance for Needy Families (TANF) (required)	Since the passage of the Personal Responsibility and Work Opportunity Reconciliation Act in 1996 and the California Work Opportunity and Responsibility to Kids (CalWORKs) statute (AB 1542, Chapter 270 of the Statutes of 1997), the CDE has enhanced its ongoing consultative relationships with various state and local agencies affected by the State Plan.	CalWORKs programs provide an array of welfare-to-work services. Child care and development services are provided in three stages. Stage 1 is administered by CDSS through CWDs. Stage 1 begins when a participant enters the CalWORKs grant program and engages in activities pursuant to a welfare-to-work plan developed by the CWD for each family. Stage 2 is administered by CDE through its APPs. CalWORKs families are transferred into Stage 2 when the CWD deems the family to be stable. Stage 3 is also administered by CDE through its APPs. A family can be moved to this stage when it has exhausted its two-year limit in Stage 1 and/or Stage 2. The CDE maintains an ongoing, collaborative relationship with the CDSS, which is the state Temporary Assistance for Needy Families (TANF) agency, to establish consistent state policies for a seamless system of welfare-related child care services in California. The CDSS, through the CWDs in all 58 counties in the state, coordinates with the Employment Development Department, which is the agency responsible for providing employment-related services in California. Stage 1 is administered by the California Department of Social Services through county welfare departments (CWDs). Stage 1 begins when a participant enters the CalWORKs grant program and engages in activities pursuant to a welfare-to-work plan developed by the CWD for each family. The CWDs refer families to resource and referral agencies to assist them in finding child care providers. Some CWDs pay those providers directly for the services performed. Many CWDs have a sub-contract with APPs to pay for the child development services.
<input checked="" type="checkbox"/>	Indian Tribes/Tribal Organizations (required) <input type="checkbox"/> <input checked="" type="checkbox"/> N/A: No such entities exist within the boundaries of the State	The CDE has established an ongoing communication mechanism with tribes in California, both CCDF-funded and otherwise, to facilitate and consult on the delivery of services to all tribal children and families in the State. The CDE coordinates child care and development services with tribal organizations by providing information and access to the State's child care and development services, training programs, and complimentary dissemination of materials.	The CDE will continue to work with Tribal CCDF grantee representatives to: 1) Increase and expand access to information about early care and education as well as identify available training and technical assistance on these topics; 2) Actively promote early care and education and identification of ways to engage children and families in the education system; 3) Identify opportunities for funding and explore ways to promote and leverage existing resources; and 4) Promote access to products and activities of the CDD.
For the remaining agencies, check and describe (optional) any with which the Lead Agency has chosen to coordinate early childhood and school-age service delivery			

<input type="checkbox"/>	State/Territory agency responsible for licensing (if separate from the Lead Agency)		
<input checked="" type="checkbox"/>	State/Territory agency with the Head Start Collaboration grant	The CDE is the grantee for the California Head Start-State Collaboration Office (CHSSCO). The CHSSCO has tribal representation on its advisory group.	The CHSSCO facilitates a braided funding workgroup which is charged with reducing barriers to agencies utilizing CCDF, Head Start, and state funding to provide full-day, full-year services. The advisory group assists the CHSSCO in completing the yearly work plan.
<input checked="" type="checkbox"/>	Statewide Advisory Council authorized by the Head Start Act	<p>1) Senate Bill 1629 passed in 2008, creating the CAEL QIS Advisory Committee. The Advisory Committee, subcommittee members, and stakeholders from throughout the state worked together to begin looking at a redesign of California's framework to improve the quality of early learning and care programs for children from birth to five years old. This was a two year project, with the final report submitted to the Governor and the Legislature in December 31, 2010.</p> <p>2) California had established the Council on Early Childhood Education and Care (ELAC). The CDE is currently in conversations with the Governor and the administration regarding the future of the ELAC and the American Recovery and Reinvestment Act (ARRA) grant.</p>	1) The charge of the CAEL QIS Advisory Committee was to develop the policy and implementation plan for an Early Learning Quality Improvement System to improve the quality of ECE programs. The Advisory Committee was also charged with developing an early learning rating scale that includes features that most directly contribute to high quality, and a funding model aligned with a quality rating scale. You can find information regarding the work of the CAEL QIS Advisory Committee on the CDE Web page.
<input type="checkbox"/>	State/Territory agency responsible for the Child and Adult Care Food Program (CACFP)		

<input checked="" type="checkbox"/>	<p>State/Territory agency responsible for programs for children with special needs</p> <p>This may include, but is not limited to: State/Territory early intervention programs authorized under the Individuals with Disabilities Education Act (Part C for infants and toddlers and Section 619 for preschool), or other State/Territory agencies that support children with special needs</p>	<p>Coordination with the Map to Inclusive Child Care Project (Map Project) began in state fiscal year 1998–99. Stakeholders in the Map Project include representatives from early childhood programs, Head Start, CDE's Special Education Division, key state agencies such as the California Departments of Developmental Services, Social Services, and Mental Health, and professional organizations providing support services for children with disabilities and their families.</p>	<p>The Map Project has been an ongoing activity in California's CCDF State Plan. The purpose is to expand opportunities for inclusion of children with disabilities and other exceptional needs in child care settings.</p>
<input type="checkbox"/>	<p>State/Territory agency responsible for implementing the Maternal and Early Childhood Home Visitation programs grant</p>		
<input type="checkbox"/>	<p>State/Territory agency responsible for child welfare</p>		

<input checked="" type="checkbox"/>	<p>State/Territory liaison for military child care programs or other military child care representatives</p>	<p>California is one of 13 states participating in the Department of Defense funded Military Child Care Liaison Project. The Lead Agency has met with the Liaison assigned to California to assist in identifying current state efforts, priorities, and quality initiatives that impact the ability of military families to access high quality off installation child care services in their communities. The Lead Agency will collaborate with the Liaison to coordinate efforts in the planning and development of priorities and quality initiatives of mutual interest.</p>	<p>Increased awareness of the child care needs of military families. Alignment of plans, goals and priorities of mutual interest. Opportunities to strengthen the quality of child care in the community and the professional development system. Opportunities to improve licensing requirements and efficient and effective oversight. Access to affordable, high quality, off installation child care for military families in their communities.</p>
<input checked="" type="checkbox"/>	<p>Private agencies/entities including national initiatives that the Lead Agency is participating in such as BUILD, Strengthening Families, Mott Statewide After-school Networks, Ready by 21</p>	<p>1) Center on the Social and Emotional Foundations for Early Learning (CSEFEL): work with National Center and state agencies to support social-emotional development by continuing the state's CSEFEL Leadership Team meetings.</p> <p>2) National Early Childhood Data Collaborative (ECDC): work with ECDC to understand the role of data in addressing early childhood policy issues.</p>	<p>1) A ready cadre of CSEFEL trainers to support local implementation of the CSEFEL pyramid model; infusion of CSEFEL principles across child care, special education, children's mental health, and child welfare.</p> <p>2) Creation of a state early childhood data system that adopts best practices identified by ECDC.</p>
<input checked="" type="checkbox"/>	<p>Local community organizations (child care resource and referral, Red Cross)</p>	<p>1) The CDE contracts with Child Care R&R agencies located in every county. R&Rs provide a well developed system that supports parents, providers, and local communities in finding, planning for, and providing affordable, quality child care.</p> <p>2) The CDE, in conjunction with Safe Kids CA, works to reduce unintentional childhood injuries and death, from birth through age 14. Local Child Care and Development Planning Councils: work with LPCs to determine funding priorities and assist with fund transfer.</p> <p>3) CDE works with the LPCs to determine funding priorities and assist with fund transfer.</p>	<p>1) The local R&Rs provide a variety of services including: 1) assistance in finding appropriate child care; 2) maintaining a comprehensive database of child care providers in their communities; 3) working with providers to improve the quality of child care and to maintain and expand the supply of child care in each county; 4) providing training and other services to help providers stay in business; 5) compiling information on the statewide supply and demand for child care; and 6) educating local communities and leaders on child care issues.</p> <p>The CDE also works with local R&R agencies to facilitate and support California Emergency Services Authority approved health and safety child care provider course work.</p> <p>2) Strategies of public awareness, education and public policy are implemented. Local coalitions provide educational trainings for the community.</p> <p>3) Full utilization of county child care and development funds to ensure maximum number of children served in high quality child development programs.</p>

<input checked="" type="checkbox"/>	Provider groups, associations or labor organizations	<p>1) CDE meets with CWDA: on a regular basis to discuss common issues and concerns.</p> <p>2) CDE meets with ECE stakeholders to ensure research-based CDD publications address needs of the field.</p>	<p>1) Coordination of child care services between CalWORKs Stage 1 child care (through CWDs) and CalWORKs Stage 2 child care (through CDE-contracted alternative payment agencies).</p> <p>2) Foundations (state's early learning guidelines), curriculum frameworks, and other ECE documents that promote high quality early learning principles and practices.</p>
<input type="checkbox"/>	Parent groups or organizations		
<input type="checkbox"/>	Other		

1.5.2. Does the State/Territory have a formal early childhood and/or school-age coordination plan? Lead Agencies are not required to have an early childhood nor a school-age coordination plan, but the State/Territory may have such plans for other purposes, including fulfilling requirements of other programs.

☐ Yes. If yes,

a)

Provide the name of the entity responsible for the coordination plan(s):

b)

Describe the age groups addressed by the plan(s):

c)

Indicate whether this entity also operates as the State Advisory Council (as authorized under the Head Start Act of 2007):

☐ Yes

☐ No

d)

Provide a web address for the plan(s), if available:

☒ No

1.5.3. Does the State/Territory have a designated entity(ies) responsible for coordination across early childhood and school-age programs? (658D(b)(1)(D), §98.14(a)(1)) Check which entity(ies), if any, the State/Territory has chosen to designate.

☐ State/Territory-wide early childhood and/or school-age cabinet/advisory council/task force/commission.

If yes, describe entity, age groups and the role of the Lead Agency

☐ State Advisory Council (as described under the Head Start Act of 2007).

If yes, describe entity, age groups and the role of the Lead Agency

☐ Local Coordination/Council

If yes, describe entity, age groups and the role of the Lead Agency

☒ Other

Describe

California has been coordinating across early childhood programs for many years. In 1980, the Legislature passed the Child Care and Development Services Act as part of the Education Programs – Master Plan section of the Education Code. Education Code Section 8201 states:

“The purpose of this chapter is as follows:

- To provide a comprehensive, coordinated, and cost-effective system of child care and development services for children to age 13 and their parents, including a full range of supervision, health, and support services through full- and part-time programs.
- To encourage community-level coordination in support of child care and development services.
- To provide an environment that is healthy and nurturing for all children in child care and development programs.
- To provide the opportunity for positive parenting to take place through understanding of human growth and development.
- To reduce strain between parent and child in order to prevent abuse, neglect, or exploitation.
- To enhance the cognitive development of children, with particular emphasis upon those children who require special assistance, including bilingual capabilities to attain their full potential.
- To establish a framework for the expansion of child care and development services.
- To empower and encourage parents and families of children who require child care services to take responsibility to review the safety of the child care program or facility and to evaluate the ability of the program or facility to meet the needs of the child.”

Head Start was added to the Master Plan section in 2001.

The CDE has promoted extensive coordination across different program types, funding streams, and state agencies regarding professional development; infant/toddler learning and development foundations, preschool learning foundations (early learning guidelines); child and family outcomes; assessment, evaluation, and accountability; and curriculum frameworks.

The CDE, as Lead Agency, plays a key role in coordinating across early childhood programs. Several programs are under its scope of responsibility: the Child Care and Development Fund, State Preschool, the Head Start-State Collaboration Office, and public school programs such as Even Start, Title I preschool, and Early Reading initiatives.

Another significant area of coordination is with the state TANF agency, the CDSS. The CDE maintains an ongoing, collaborative relationship with the CDSS to establish consistent state policies for a seamless system of welfare-related child care services in California.

The CDE, CDD has promoted coordination regarding the child outcomes, professional development, curriculum, assessment, and evaluation through a variety of direct service program types:

- CDD-funded center-based programs and Family Child Care Home Education Networks, including state preschool programs, child development centers, and private programs
- Even Start
- Head Start co-located with State Preschool programs
- Early childhood special education programs or child development programs serving children with individual family service plans (IFSPs) or individualized education programs (IEPs) (involving CDE funds)
- Private preschool programs with no state funds
- Montessori programs
- Some tribal agencies with CDE funds
- First 5 school readiness grants through the First 5 California
- Los Angeles Universal Preschool (LAUP), the universal preschool program funded by the Los Angeles County First 5 Commission

In addition to these direct service programs, other CDD-funded program types are involved in adopting some aspects of the CDE's professional development system, child outcomes, infant/toddler learning and development foundations, preschool learning foundations, assessment and evaluation, and curriculum framework. These program types include the R&R agencies that train APP staff, family child care providers, or staff in private programs on the CDE quality components mentioned above. The CDE's LPC also convey information on the quality components to agencies and constituents other than the groups mentioned above. When the CDE Desired Results system began in 1996, these requirements were established for CDD-funded center-based programs and family child care home education networks that serve children, birth to 13 years of age. Head Start programs in California have developed a DRDP Plus document that combines both state and Head Start requirements. Many other child care programs have begun to adopt these quality components on a voluntary basis.

☐ None

1.5.4 Does the Lead Agency conduct or plan to conduct activities to encourage public-private partnerships that promote private sector involvement in meeting child care needs? (§98.16(d))

☒ Yes .

If yes, **describe** these activities or planned activities, including the tangible results expected from the public-private partnership:

A. Child Care Initiative Project

The Child Care Initiative Project was created in 1985, in conjunction with the Bank of America, to address the shortage of licensed, quality family child care in California. The project is conducted by the nonprofit California Child Care Resource and Referral Network through state and federally funded R&R agencies throughout the state. State general funds are matched on a 2:1 basis with private corporate or foundation funds. To date, the Project has raised nearly \$11 million dollars from public and private funders. The funds from the project are used to build the supply of family child care in the following stages:

1. Assess local supply and demand for child care services to pinpoint specific geographic areas in need of additional services
2. Recruit interested individuals who have the potential to become licensed family child care home providers
3. Train these individuals to provide quality care and to manage a small business effectively
4. Provide technical assistance to help individuals get licensed and begin operation
5. Provide ongoing support so the providers can stay in operation

The funding is distributed statewide based on the availability of matching funds to local Resource and Referral Agencies. The grants are used to increase the supply of licensed family child care providers, to train family child care providers, to promote the retention of family child care providers in the profession and to increase the overall quality of the child care services offered to families. The Initiative is the largest public-private partnership designed to increase the supply of quality child care in the country.

In addition to the public/private partnerships noted above since 1992 the CCIP, through CCDF funding has been expanded to include every county of California and supports the range of diversity in cultures and language represented by the families and caregivers in California. CCIP has targeted its recruitment and training of family child care providers to meet the changing child care needs of the parents. Specifically, CCIP funds have been used to support projects that increase the supply for infant toddler and for child care for non-English speaking families. Many of the CCIP project sites recruit and train providers who speak Spanish, Vietnamese, Chinese, Russian, Hmong, Farsi and other languages.

B. The Program for Infant/Toddler Care

This is a comprehensive, research-based, multimedia program initially designed to provide high-quality training materials and training for trainers of infant/toddler teachers in center-based and family child care programs. In recent years, the training activities have been expanded to include on-site training and technical assistance for center-based programs and small groups of family child care providers; seminars for teams of faculty and infant/toddler teachers from community colleges; and regional institutes for infant/toddler program directors. The PITC has been developed and is being implemented through a long-term collaborative partnership between the CDE and WestEd to improve the quality and quantity of child care services for children from birth to three years of age. Funds used to develop the PITC included state general fund carry-over dollars, WestEd funds, and grants from several private foundations, including the Carnegie Foundation, Ford Foundation, and Irving Harris Foundation. PITC training materials are jointly owned by the CDE and WestEd. Proceeds from the sale of the products are used by the PITC to update existing materials, create additional training resources, and support training activities. CCDF dollars are used in California to support annual training of new trainers and to conduct graduate seminars for endorsed PITC trainers every two years. PITC training participants and graduates receive online support through an Internet distribution list. A PITC Web site sponsored by WestEd features current articles, PowerPoint presentations, copies of all the materials used in the institutes, a list of certified trainers, and other pertinent resources. Approximately 20 of the First 5/Children and Families county commissions have established contracts with WestEd to provide additional training and technical assistance in their counties to expand and enhance PITC activities to further improve the quality of services for infants and toddlers in child care settings. Approximately 15 other states and the migrant

and Early Head Start programs have also benefited from the PITC training over the past several years. In addition, representatives from all 50 states have participated in the California institutes. Internationally, the PITC philosophy and recommended best practices are being used in a small privately-funded pilot program to improve care for children living in orphanages.

C. Early Childhood Educator Competencies

The CDE, in partnership with the First 5 California/Child and Families Commission, worked with an expert panel of early childhood educators and professionals to develop ECE Competencies which include the CDE Infant/Toddler and Preschool Foundations and Frameworks. The ECE competencies describe core knowledge and skills of early childhood educators who work with children birth to five years of age. As recommended in the QRIS report to the California state legislature, these competencies will be reflected in courses for Associate and Bachelor degrees, and delivered statewide. Community colleges across California that offer early learning and care programs will incorporate the “core eight” classes and additional courses to reflect designated lower division ECE competencies into their degree programs. Universities of higher education in California will align their courses to a common and comprehensive course of study across the two and four-year degree system. Through this project, California’s goal is to develop and retain a competent, diverse, and stable workforce of early childhood educators. This work will also be used to update and modify the Child Development Permit Matrix, a career ladder approach.

☐ No

1.6. Child Care Emergency Preparedness and Response Plan

It is recommended, but not required, that each Lead Agency develop a plan to address preparedness, response, and recovery efforts specific to child care services and programs. Plans should cover the following areas: 1) planning for continuation of services to CCDF families; 2) coordination with other State/Territory agencies and key partners; 3) emergency preparedness regulatory requirements for child care providers; 4) provision of temporary child care services after a disaster; and 5) rebuilding child care after a disaster. For further guidance on developing Child Care Emergency Preparedness and Response Plans see the Information Memorandum (CCDF-ACF-IM-2011-XX) located on the Office of Child Care website at:
http://www.acf.hhs.gov/programs/ccb/law/state_topic_emergency.htm

1.6.1. Indicate which of the following best describes the current status of your efforts in this area. Check only ONE.

☐ **Planning.** Indicate whether steps are under way to develop a plan. If so, describe the time frames for completion and/or implementation, the steps anticipated and how the plan will be coordinated with other emergency planning efforts within the State/Territory.

☐ **Developed.** A plan has been developed as of **[insert date]**: and put into operation as of **[insert date]**: , if available. Provide a web address for this plan, if available:

☒ **Other.**

Describe:

The CDE has developed and published a disaster preparedness manual and accompanying video to help child care centers and family child care homes prepare to cope with disasters if they occur (Taking Charge: A Disaster Preparedness Guide for Child Care and Development Centers, Taking Charge: Coping with Disaster (Video)). This disaster preparedness manual and video demonstrate what child care providers need to do in the event of a disaster. They cover what can be done before, during, and after a disaster. The manual and video are divided into four sections: preparing for disaster, coping with disaster, response and recovery, and educational resources and information.

The manual and video point out that in the event of a disaster, physical survival and emotional health can depend upon how well a program has prepared before a disaster ever occurs, and on how effectively the plan is carried out when the disaster happens. The manual and video provide disaster recovery strategies that include triage and first aid, provision of child care, food service, and maintaining communications.

Licensed child care and development programs, both center-based and family child care homes, are required to practice emergency evacuation procedures on a monthly basis.

During the last two years, in response to the possibility of a pandemic outbreak, for example, the H1N1 influenza outbreak, the CDE has developed a draft Pandemic Flu Policy Manual. Although at the present time there is no pandemic, there is concern among public health officials that one could occur. The CDE convened a work group to plan ways that the CDE would respond in case of a pandemic influenza emergency. A list of topics in the manual includes:

- Fiscal response to school closures ordered by health officials
- Improving communications to districts to notify them of school closures
- Accountability and assessment policies during extended school closures
- Continuity of educational and student services during extended school closures
- CDE employee training related to pandemic flu

The CDE developed a plan to communicate with child care and development contractors in the event of an emergency. The draft CDE policy manual states that the state health officer will inform the Superintendent of Public Instruction to issue an order to close schools. If this happens, the CDE will immediately notify by e-mail and telephone all 58 county offices of education, California special schools, direct-funded charter schools, any school directly chartered by the State Board of Education, and state-funded child care centers. In the event of an emergency, the CDE CDD will contact all of its contracted agencies through its list serve, which includes child care centers and family child care home networks.

The CDE CDD developed a plan to communicate with child development contractors about pandemic flu emergency planning, mitigation, and potential closures ordered by the state health officer.

The *California Code of Regulations (CCR)* Title 22 §101174 requires that each licensed child care program develop a disaster and mass casualty plan. California Education Code §8271 gives the CDE the authority and ability to fund child care programs if they are closed due to a disaster or unforeseen emergency. The CDE has the authority to ensure that contractors continue to receive apportionments during an emergency, thus ensuring the continuity of child care services to children and families during a disaster.

The CDE CDD developed pertinent Frequently Asked Questions regarding emergency preparedness as it relates to early care and education programs, along with information about helpful web sites, and disseminated this information to CDE funded child care programs via its list serve. The CDE CDD will coordinate with the CDSS, Community Care Licensing Division (CCLD), to ensure that all child care centers and family child care homes, both those operating under *CCR* Title 22 and Title 5 regulations receive essential and critical information during an emergency. The CDE CDD plans to provide guidance

and assistance to its child care and development to its program contractors regarding topics and activities that include:

- Planning for a pandemic - ideas to assist children, families, and staff during a pandemic emergency
- Available resources - how to obtain up-to-date information
- A kit containing useful web sites, sample letters to parents and staff, checklist, etc.

The CDE CDD requires that CDD-funded child care programs develop their own plans including steps to be taken before, during, and after an emergency.

In the event of an emergency, the CDE CDD will contact all of its contracted agencies using its listserv, which includes child care centers, family child care home networks, and resource and referral agencies.

1.6.2. Indicate which of the core elements identified in the Information Memorandum are or will be covered in the Lead Agency child care emergency preparedness and response plan. Check which elements, if any, the Lead Agency includes in the plan.

- ☒ Planning for continuation of services to CCDF families
- ☒ Coordination with other State/Territory agencies and key partners
- ☒ Emergency preparedness regulatory requirements for child care providers
- ☒ Provision of temporary child care services after a disaster
- ☒ Rebuilding child care facilities and infrastructure after a disaster
- ☐ None

PART 2

CCDF SUBSIDY PROGRAM ADMINISTRATION

2.1 Administration of the Program

The Lead Agency has broad authority to administer (i.e., establish rules) and operate (i.e., implement activities) the CCDF program through other governmental, non-governmental, or other public or private local agencies as long as it retains overall responsibility for the administration of the program. (658D(b), §98.11(a))

2.1.1. Which of the following CCDF program rules and policies are set or established at the State/Territory versus the local level? Identify the level at which the following CCDF program rules and policies are established.

Eligibility rules and policies (e.g., income limits) are set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Sliding fee scale is set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

Payment rates are set by the:

☒ State/Territory

☐ Local entity.

If checked, provide the name(s) of the local entity:

☐ Other.

Describe:

2.1.2. How is the CCDF program operated in your State/Territory? In the table below, identify which agency(ies) performs these CCDF services and activities.

Implementation of CCDF Services/Activities
Who determines eligibility? Note: If different for families receiving TANF benefits and families not receiving TANF benefits, please describe: N/A
Agency (Check all that apply) <input type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input checked="" type="checkbox"/> Other State/Territory agency.
Describe: Schools/school districts, non-governmental organizations, child care providers, some county TANF, CalWORKs agencies, and local child care and development agencies under contract with the CDE.
<input type="checkbox"/> Local government agencies such as county welfare or social services departments <input type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other.
Describe:
Who assists parents in locating child care (consumer education)?
Agency (Check all that apply) <input type="checkbox"/> CCDF Lead Agency <input checked="" type="checkbox"/> TANF agency <input type="checkbox"/> Other State/Territory agency.
Describe:
<input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments <input checked="" type="checkbox"/> Child care resource and referral agencies <input type="checkbox"/> Community-based organizations <input type="checkbox"/> Other.
Describe:

Who issues payments?
Agency (Check all that apply)
<input checked="" type="checkbox"/> CCDF Lead Agency
<input type="checkbox"/> TANF agency
<input type="checkbox"/> Other State/Territory agency.
Describe:
<input checked="" type="checkbox"/> Local government agencies such as county welfare or social services departments
<input type="checkbox"/> Child care resource and referral agencies
<input type="checkbox"/> Community-based organizations
<input checked="" type="checkbox"/> Other.
Describe:
For the certificate program: Schools/school districts, non-governmental organizations, and some county TANF CalWORKS agencies that are Alternative Payment Programs (APPs) under contract with the CDE. N/A for contracted direct service providers.
Describe to whom is the payment issued (e.g., parent or provider) and how are payments distributed (e.g., electronically, cash, etc)
Checks are issued to the child care and development contractors.
Other. List and describe:

2.2. Family Outreach and Application Process

Lead Agencies must inform parents of eligible children and the general public of the process by which they can apply for and potentially receive child care services. (658D(b)(1)(A), 658E(c)(2)(D) & (3)(B), §§98.16(k), 98.30(a)-(e). **Note** - For any information in questions 2.2.1 through 2.2.10 that differs or will differ for families receiving TANF, please describe in 2.2.11.

2.2.1. By whom and how are parents informed of the availability of child care assistance services under CCDF? (658E(c)(2)(A), §98.30(a)) Check all agencies and strategies that will be used in your State/Territory.

- ☐ CCDF Lead Agency
 - ☐ TANF offices
 - ☐ Other government offices
 - ☒ Child care resource and referral agencies
 - ☒ Contractors
 - ☐ Community-based organizations
 - ☐ Public schools
 - ☐ Internet
- (provide website):

- ☐ Promotional materials

- ☐ Community outreach meetings, workshops or other in-person meetings
- ☐ Radio and/or television
- ☐ Print media
- ☐ Other.

Describe:

2.2.2. How can parents apply for CCDF services? Check all application methods that your State/Territory has chosen to implement.

- ☒ In person interview or orientation
- ☐ By mail
- ☒ By Phone/Fax
- ☐ Through the Internet

(provide website):

- ☐ By Email
- ☐ Other.

Describe:

2.2.3. Describe how the Lead Agency provides consumer education to parents applying for CCDF assistance to promote informed choices about the quality of care provided by various providers.

Lead Agencies must certify that the State/Territory will collect and disseminate to parents of eligible children and the general public, consumer education information that will promote informed child care choices (658E (c)(2)(G), §98.33).

For example, memorandums of understanding with resource and referral agencies to provide consumer education to families applying for CCDF assistance, providing parents with provider lists showing licensing history and/or Quality Rating and Improvement System (QRIS) ratings, or informational brochures that address importance of quality and different care options available.

California maintains a large system of over 62 R&R agencies that are providing services in every county in the state. In large urban counties, multiple R&R agencies are funded. For example, Los Angeles County has 10 R&R agencies. R&R agencies maintain an up-to-date list of active licensed child care. California Department of Social Services is required by law to inform the R&Rs of any license change in status which may include temporary suspension, license revocation or probation.

In addition, using CCDF funds, the California Child Care Resource and Referral Network maintains a statewide bilingual (English and Spanish) toll-free telephone number (1-800-KIDS-793) that provides the caller with the phone number of the local R&R agency when the caller provides his/her zip code. The caller may also speak with an information specialist.

A primary role of the R&R programs is to maintain an updated file of all licensed child care programs (centers and family child care homes) in their service delivery area. The R&R programs also provide information and technical assistance to parents using license-exempt providers and to license-exempt individuals on the TrustLine Registry background check program. When a parent calls an R&R agency seeking information regarding child care choices available, he/she is counseled on the selection of the most appropriate care to meet the family's needs. At that time, he/she is given a list of several child care providers of the types and in the locations (whether near home, work, or place of training) in which he/she has indicated an interest. Parents are given advice on questions to ask their families' potential child care providers and what they should look for as indicators of quality child care services. Parents may be given written consumer education materials or receive an opportunity to view a video regarding the selection of a child care provider. Parents are also advised regarding the types of subsidized child care and development programs for which their families may be eligible and ways to access those programs. R&R program services are available to all families regardless of the family's income or need for child care.

When a family enters CalWORKs, the CWD refers the family to a local R&R agency for assistance in finding child care. These services are either co-located in or are directly accessible from the CWD office. R&R program services are available to all families regardless of the family's income or need for child care. R&R programs help parents understand the full range of options including their potential eligibility for CCDF subsidy services.

2.2.4. Describe how the Lead Agency will support child care programs to increase the likelihood that CCDF-served children receive higher quality care as defined in your State/Territory.

For example, methods used to promote upward movement in quality rating and improvement system, methods used to encourage high quality programs to participate in the subsidy program such as tiered reimbursement, or incentives used to support high quality programs in rural, suburban, urban, and low-income communities.

Subsidized parents can choose between a CDE, CDD-contracted center, family child care home education network setting, or a voucher for a licensed center or family child care home or care by a family member, friend, or neighbor. California is in the process of implementing a quality rating and improvement system (QRIS). Tiered reimbursement and incentives to support quality programs are part of the discussion but have not been implemented across the state. A QRIS will inform parents of the quality of the program, helping them to make informed choices.

Parents who choose services from a CDE, CDD direct service contractor have the benefit of requirements that ensure high quality programs. The CDE, CDD contracts with 777 private, public, and LEAs to provide child care and education services for low-income children. Historically, during the course of the year, more than 270,000 children receive care in these licensed facilities. Quality care strategies include:

- Teaching staff in licensed centers are required to have at least a Child Development Associate Teacher permit which requires 12 college level units in the following areas: child/human growth & development; child/family/community or child and family relations; and programs/curriculum. These permits are renewed every five years and require upgrading through continuing education. Most teaching staff exceed this requirement
- Adult-to-child staffing ratios are more in keeping with quality care. These include one adult caring for every three infants, one adult caring for every four toddlers, and one adult responsible for eight preschoolers

- Semi-annual child observational assessments, using the Desired Results Developmental Profile 2010, is used for meeting the needs of individual children and curriculum planning
- Annual program review for continuous program improvement
- Technical assistance by CDE, CDD consultants, which is provided via phone, e-mail, or on-site

Quality improvement funds have been used to support the professional development of all providers to raise the quality of services for all children.

2.2.5. How will the Lead Agency promote access to the CCDF subsidy program?

Check the strategies that will be implemented by your State/Territory.

- ☐ Provide access to program office/workers such as by:
- ☐ Providing extended office hours
- ☐ Accepting applications at multiple office locations
- ☐ Providing a toll-free number for clients
- ☐ Other.

Describe:

- ☒ Using a simplified eligibility determination process such as by:
- ☐ Simplifying the application form (such as eliminating unnecessary questions, lowering the reading level)
- ☐ Developing a single application for multiple programs
- ☐ Developing web-based and/or phone-based application procedures
- ☒ Coordinating eligibility policies across programs.

List the program names: Eligibility and need definitions are the same or coordinated across programs. To receive services, most programs require that the parent have one element of both eligibility and need as defined by California Education Code Section 8263. This includes full-day California State Preschool Programs (CSPP), Center-based Child Care, Family Child Home/Education Network, Migrant, and APPs. For the part-day CSPP, the parent must meet one element of the eligibility criteria. When a family enters CalWORKs, the CWD can refer the family to the local R&R agency for assistance in finding child care. In a number of cases, these services are co-located in or are directly accessible from the CWD office. R&R agencies assist parents to understand the full range of child care options including their potential eligibility for subsidized care.

- ☐ Streamlining verification procedures, such as linking to other program data systems
- ☒ Providing information multi-lingually
- ☐ Including temporary periods of unemployment in eligibility criteria for new applicants (job search, seasonal unemployment).

Length of time:

- ☐ Other.

Describe:

Providing information multilingually: The CDE provides some key documents in multiple languages including the following:

PUBLICATIONS ON INFANTS/TODDLERS :

GUIAS PARA PROGRAMAS DE APRENDIZAJE Y DESARROLLO INFANTIL, 2010 (Infant/Toddler Learning and Development Program Guidelines)

FUNDAMENTOS DEL APRENDIZAJE Y EL DESARROLLO INFANTIL DE CALIFORNIA, 2010 (Infant/Toddler Learning and Development Foundations)

LOS PRIMEROS PASOS, 1988 (DVD First Moves)

FLEXIBLE, CAUTELOSO, O INQUIETO, 1990 (DVD Flexible, Fearful, or Feisty)

LLEVAR EL COMPASS, 1990(Getting in Tune)

UNA GUÍA PARA EL CRECIMIENTO SOCIOEMOCIONAL Y LA SOCIALIZACIÓN, 2005(A Guide to Social-Emotional Growth and Socialization)

MANUAL PEDAGÓGICO, MÓDULO I: EL CRECIMIENTO SOCIOEMOCIONAL Y LA SOCIALIZACIÓN, 2007, (Module I Trainer's Manual)

NO ES SÓLO UNA RUTINA, 2000(It's Not Just Routine)

CON RESPETO, 1988 (Respectfully Yours)

UN LUGAR PARA CRECER, 2004 (Space to Grow)

UNIDOS EN EL CORAZÓN, 1992(Together in Care)

UNA GUÍA PARA LAS RUTINAS COTIDIANAS DEL CUIDADO INFANTIL, 2004(A Guide to Routines)

UNA GUÍA PARA CREAR LOS AMBIENTES DEL CUIDADO INFANTIL, 2006 (A Guide to Setting Up Environments)

MANUAL PEDAGÓGICO, MÓDULO II: EL CUIDADO INFANTIL EN GRUPO, 2007 (Module II Trainer's Manual)

LAS EDADES DE LA INFANCIA, 1990 (DVDThe Ages of Infancy)

DESCUBRIMIENTOS DE LA INFANCIA, 1992 (DVD Discoveries of Infancy)

EL COMENZAR DE LA COMUNICACIÓN, 1998 (DVD Early Messages)

EL SIGUIENTE PASO, 2004 (DVD The Next Step)

UNA GUÍA PARA EL DESARROLLO COGNITIVO Y EL APRENDIZAJE, 2006(A Guide to Cognitive Development and Learning)

UNA GUÍA PARA EL DESARROLLO DEL LENGUAJE Y LA COMUNICACIÓN, 2006 (A Guide to Language Development and Communication)

MANUAL PEDAGÓGICO, MÓDULO III: APRENDIZAJE Y DESARROLLO, 2007 (Module III Trainer's Manual)

RELACIONES INDISPENSABLES, 1993 (DVD Essential Connections)

EL INSTINTO PROTECTOR, 1996 (DVD Protective Urges)

UNA GUÍA PARA ESTABLECER RELACIONES DE COLABORACIÓN CON LAS FAMILIAS, 2006(A Guide to Creating Partnerships with Families)

UNA GUÍA PARA EL CUIDADO INFANTIL CULTURALMENTE SENSIBLE, 2006 (A Guide to Culturally Sensitive Care)

MANUAL PEDAGÓGICO, MÓDULO IV: LA CULTURA, LA FAMILIA Y LOS PROVEEDORES, 2007 (Module IV Trainer's Manual)

PUBLICATIONS ON PRESCHOOLERS

CALIFORNIA PRESCHOOL LEARNING FOUNDATIONS, Volume 1, 2008
SSPI'S Message, Introduction, and Appendix (Summary of the Foundations) are available in simplified Chinese, traditional Chinese, Hmong, Korean, Pilipino, Spanish, and Vietnamese; and free to download at
<http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=5103-5116>

<http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=5051-5064>

<http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=5089-5102>

NIÑOS DE EDAD PREESCOLAR QUE APRENDEN INGLÉS: PRINCIPIOS Y PRÁCTICAS QUE FOMENTAN EL LENGUAJE, LA LECTO-ESCRITURA Y EL APRENDIZAJE: GUÍA DE RECURSOS, 2008 (Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning)

TEN PRINCIPLES FOR PRESCHOOL ENGLISH LEARNERS, excerpt from the Preschool English Learners Resource Guide (2007), is available in simplified Chinese, traditional Chinese, Hmong, Korean, Pilipino, Spanish, and Vietnamese; and free to download at
<http://inet2.cde.ca.gov/cmd/translatedparentaldoc.aspx?docid=1742,1743,1744,1745,1746,1747,1748>

UN MUNDO LLENO DE LENGUAJE, 2007 (DVD A World Full of Language)

☐ Other.
Describe:

☐ None

2.2.6. Describe the Lead Agencies policies to promote continuity of care for children and stability for families. Check the strategies, if any, that your State/Territory has chosen to implement.

☒ Provide CCDF assistance during periods of job search.

Length of time: Family is eligible for services for 60 working days during the contract period.

☐ Establish two-tiered income eligibility to allow families to continue to receive child care subsidies if they experience an increase in income but still remain below 85% of State median income (SMI)

☐ Synchronize review date across programs

List programs:

☐ Longer eligibility re-determination periods (e.g., 1 year).

Describe:

☐ Extend periods of eligibility for families who are also enrolled in either Early Head Start or Head Start and pre-k programs.

Describe:

☐ Extend periods of eligibility for school-age children under age 13 to cover the school year.

Describe:

☐ Minimize reporting requirements for changes in family's circumstances that do not impact families' eligibility, such as changes in income below a certain threshold or change in employment

☐ Targeted case management to help families find and keep stable child care arrangements

☒ Using non-CCDF Funds to continue subsidy for families who no longer meet eligibility, such as for children who turn 13 years of age during the middle of a program year

☒ Other.

Describe:

Suspending authorization or payment rather than terminating eligibility to cover temporary changes of family circumstances.

☐ None

2.2.7. How will the Lead Agency provide outreach and services to eligible families with limited English proficiency? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☐ Application in other languages
- ☐ Informational materials in non-English languages
- ☐ Training and technical assistance in non-English languages
- ☐ Website in non-English languages
- ☐ Lead Agency accepts applications at local community-based locations
- ☒ Bilingual caseworkers or translators available
- ☒ Other.

Describe:

The R&R agencies are required to make every effort to reach all parents within their defined geographic area, including, but not limited to, toll-free telephone lines, office space convenient to parents, and referrals with staff proficient in the languages which are spoken in the community.

☐ None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered :

2.2.8. How will the Lead Agency overcome language barriers with providers? Check the strategies, if any, that your State/Territory has chosen to implement.

- ☒ Informational materials in non-English languages
- ☒ Training and technical assistance in non-English languages
- ☒ CCDF health and safety requirements in non-English languages
- ☒ Provider contracts or agreements in non-English languages
- ☐ Website in non-English languages
- ☒ Bilingual caseworkers or translators available
- ☒ Other.

Describe:

F&Fs, APPs, direct service contractors, and professional development trainers provide information and documents in multiple languages in order to meet the needs of their service population.

☐ None

(Optional) If the Lead Agency checked any option above related to providing information or services in other non-English languages, please describe the languages offered:

2.2.9. Describe how the Lead Agency documents and verifies applicant information using the table below. (§98.20(a))

Check the strategies that will be implemented by your State/Territory. **Attach** a copy of your parent application for the child care subsidy program(s) as **Attachment 2.2.9** or provide a web address, if available: <http://www.cde.ca.gov/sp/cd/ci/documents/cd9600.doc>

The Lead Agency requires documentation of:	Describe how the Lead Agency documents and verifies applicant information:
<input type="checkbox"/> Applicant identity	
<input checked="" type="checkbox"/> Household composition	A parent provides the names of the parents and the names, gender, and birthdates of the children identified in the family. The number of children is documented by providing at least one of the following, as applicable: birth certificates, court orders regarding child custody, adoption documents, records of foster care placements, school or medical records, CWD records, or other reliable documentation indicating the relationship of the child to the parent. The documents are reviewed by the agency and included in a family data file.
<input checked="" type="checkbox"/> Applicant's relationship to the child	A parent provides the names of the parents and the names, gender, and birthdates of the children identified in the family. The number of children is documented by providing at least one of the following, as applicable: birth certificates, court orders regarding child custody, adoption documents, records of foster care placements, school or medical records, CWD records, or other reliable documentation indicating the relationship of the child to the parent. The documents reviewed by the agency and included in family data file.
<input checked="" type="checkbox"/> Child's information for determining eligibility (e.g., identity, age, etc.)	Birth certificates/vital records, immunization records, health records. The documents are reviewed by the agency and included in family data file.
<input checked="" type="checkbox"/> Work, Job Training or Educational Program	Letters of employment, self-employment bookkeeping records, work schedules. Independent verification of employment. Agency can either call or send form for employer to complete. Class schedules or progress reports submitted for documentation of education. The documents reviewed by the agency and included in family data file.

<input checked="" type="checkbox"/> Income	Pay stubs, child support enforcement records, profit and loss statements. The documents reviewed by the agency and included in family data file.
<input type="checkbox"/> Other. Describe:	

2.2.10. Which strategies, if any, will the Lead Agency use to assure the timeliness of eligibility determinations upon receipt of applications?

☒ Time limit for making eligibility determinations.

Describe length of time 1 month

☐ Track and monitor the eligibility determination process

☐ Other.

Describe

--

☐ None

2.2.11. Are the policies, strategies or processes provided in questions 2.1.1. through 2.1.10 different for families receiving TANF? (658E(c)(2)(H) & (3)(D), §§98.16(g)(4), 98.33(b), 98.50(e))

☒ Yes.

If yes, describe:

If the family is accessing services as a TANF CalWORKs recipient from the CWD, the process is different in that there is no CD-9600.

☐ No.

2.2.12. Informing parents who receive TANF benefits about the exception to the individual penalties associated with the TANF work requirement.

The regulations at §98.33(b) require the Lead Agency to inform parents who receive TANF benefits about the exception to the individual penalties associated with the work requirement for any single custodial parent who has a demonstrated inability to obtain needed child care for a child under 6 years of age. Lead Agencies must coordinate with TANF programs to ensure, pursuant that TANF families with young children will be informed of their right not to be sanctioned if they meet the criteria set forth by the State TANF agency in accordance with section 407(e)(2) of the Social Security Act. In fulfilling this requirement, the following criteria or definitions are applied by the TANF agency to determine whether the parent has a demonstrated inability to obtain needed child care.

NOTE: The TANF agency, not the CCDF Lead Agency, is responsible for establishing the following criteria or definitions. These criteria or definitions are offered in this Plan as a matter of public record.

a) Identify the TANF agency that established these criteria or definitions:

State/Territory TANF Agency [CDSS](#)

b) Provide the following definitions established by the TANF agency.

- "appropriate child care": [Appropriate child care is defined as child care chosen by the parent that meets the needs of the child and parents and is either licensed for the appropriate age group or special needs category, or is license-exempt. In addition, the parents and providers must have completed the Health and Safety Self-Certification form and the provider meets TrustLine requirements, unless the child care arrangement is exempt from the TrustLine requirements.](#)
- "reasonable distance": [Reasonable distance is defined as the distance customarily traveled by working families in accessing child care in the community.](#)
- "unsuitability of informal child care": [Informal child care is unsuitable when the caregiver cannot be TrustLined in accordance with the TrustLine regulations or would otherwise be denied payment for child care services that are exempt from licensure because of a violent felony conviction.](#)
- "affordable child care arrangements": [Affordable child care is child care where the cost to the family does not exceed the regional market rate plus family fees established by the state in accordance with the family fee schedule.](#)

c) How are parents who receive TANF benefits informed about the exception to individual penalties associated with the TANF work requirements?

☒ In writing

☐ Verbally

☐ Other.

Describe:

2.3. Eligibility Criteria for Child Care

In order to be eligible for services, children must (1) be under the age of 13, or under the age of 19 if the child is physically or mentally disabled or under court supervision; (2) reside with a family whose income is less than 85 percent of the State's median income for a family of the same size; and (3) reside with a parent or parents who is working or attending job training or an educational program; or (4) be receiving or needs to receive protective services. (658P(3), §98.20(a))

2.3.1. How does the Lead Agency define the following eligibility terms?

residing with -

[Living in the same household.](#)

in loco parentis -

Any person living with a child who has responsibility for the care and welfare of the child.

2.3.2. Eligibility Criteria Based Upon Age

a) The Lead Agency serves children from 0 weeks to under the age of 13 years (maximum age under age 13).

b) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are physically and/or mentally incapable of self-care? (658E(c)(3)(B), 658P(3), §98.20(a)(1)(ii))

☒ Yes, and the upper age is 18

Provide the Lead Agency definition of *physical or mental incapacity* -

The child who is physically or mentally incapable of self-care is a child who has exceptional needs as defined in California *Education Code* § 8208 (I).

☐ No.

c) Does the Lead Agency allow CCDF-funded child care for children age 13 and above but below age 19 years who are under court supervision? (658P(3), 658E(c)(3)(B), §98.20(a)(1)(ii))

Yes, and the upper age is

☒ No.

2.3.3. Eligibility Criteria Based Upon Work, Job Training or Educational Program

a) How does the Lead Agency define "working" for the purposes of eligibility? Provide a narrative description below, including allowable activities and if a minimum number of hours is required.

Reminder - Lead Agencies have the flexibility to include any work-related activities in its definition of working, including periods of job search and travel time. (§§98.16(f)(3), 98.20(b))
working-

Work is defined as employment, self-employment, or vocational education leading directly to a recognized trade, paraprofession, or profession.

b) Does the Lead Agency provide CCDF child care assistance to parents who are

attending job training or an educational program? (§§98.16(g)(5), 98.20(b))

☒ Yes.

If yes, how does the Lead Agency define "attending job training or educational program" for the purposes of eligibility? Provide a narrative description below.

Reminder - Lead Agencies have the flexibility to include any training or education-related activities in its definition of job training or education, including study time and travel time.

attending job training or educational program -

Attendance in a vocational education program is defined as enrollment in a vocational education program defined by an educational institution for a maximum of six years or 24 units after achievement of a Bachelor's Degree. Enrollment, attendance, and satisfactory progress are defined in regulations and monitored by local agencies every quarter, semester or other training period defined by the institution.

☐ No.

2.3.4. Eligibility Criteria Based Upon Receiving or Needing to Receive Protective Services

a) Does the Lead Agency provide child care to children in protective services? (§§98.16(f)(7), 98.20(a)(3)(ii)(A) & (B))

☒ Yes.

If yes, how does the Lead Agency define "protective services" for the purposes of eligibility? Provide a narrative description below.

Reminder - Lead Agencies have the flexibility to define protective services beyond formal child welfare or foster care cases. Lead Agencies may elect to include homeless children and other vulnerable populations in the definition of protective services.

Note - If the Lead Agency elects to provide CCDF-funded child care to children in foster care whose foster care parents are not working, or who are not in education/training activities for CCDF purposes these children are considered to be in protective services and should be included in this definition.

protective services

The child is receiving child protective services through the CWSD.

☐ No.

b) Does the Lead Agency waive, on a case-by-case basis, the co-payment and income eligibility requirements for cases in which children receive, or need to receive, protective services? (658E(c)(3)(B), 658P(3)(C)(ii), §98.20(a)(3)(ii)(A))

- ☒ Yes,
☐ No.

2.3.5. Income Eligibility Criteria

a) How does the Lead Agency define "income" for the purposes of eligibility? Provide the Lead Agency's definition of "income" for purposes of eligibility determination.
 (§§98.16(g)(5), 98.20(b))

income -

Income counted to determine eligibility includes all sources of income to the family with the exceptions noted below. According to California *Education Code* § 8263.1 a family is "income eligible" if a family's adjusted monthly income is at or below 70 percent of the state median income (SMI), adjusted for family size, and updated annually. Per legislative direction, the 2007 SMI is currently used.

b) Which of the following sources of income, if any, will the Lead Agency exclude from calculations of total family income for the purposes of eligibility determination? Check any income the Lead Agency chooses to exclude, if any.

- ☐ Adoption subsidies
- ☐ Foster care payments
- ☐ Alimony received or paid
- ☐ Child support received
- ☒ Child support paid
- ☐ Federal nutrition programs
- ☐ Federal tax credits
- ☐ State/Territory tax credits
- ☐ Housing allotments, Low-Income Energy Assistance Program (LIHEAP) or energy assistance
- ☐ Medical expenses or health insurance related expenses
- ☐ Military housing or other allotment/bonuses
- ☒ Scholarships, education loans, grants, income from work study
- ☒ Social Security Income
- ☐ Supplemental Security Income (SSI)
- ☐ Veteran's benefits
- ☐ Unemployment Insurance
- ☐ Temporary Assistance for Needy Families (TANF)
- ☐ Worker Compensation
- ☒ Other types of income not listed above:

1) Food stamps or other food assistance; 2) Earned income tax or tax refund; 3) GI Bill entitlements, hardship duty pay, hazardous duty pay, hostile fire pay, or imminent danger pay; 4) Adoption assistance payments received pursuant to Welfare and Institutions Code; 5) Non-cash assistance or gifts; 6) Insurance or court settlements including pain and suffering and excluding lost wages and punitive

damages; 7) Reimbursements for work-required expenses such as uniforms, mileage, or per diem expenses for food and lodging; 8) Business expenses for self-employed family members; 9) The portion of medical and/or dental insurance documented as paid by the employer; and 10) Disaster relief grants or payments, except any portion for rental assistance or unemployment.

☐ None

c) Whose income will be excluded, if any, for purposes of eligibility determination? Check anyone the Lead Agency chooses to exclude, if any.

- ☐ Children under age 18
☐ Children age 18 and over - still attending school
☐ Teen parents living with parents
☐ Unrelated members of household
☐ All members of household except for parents/legal guardians
☒ Other.

Describe:

Earned income of children under 18 is not counted.

☐ None

d) Provide the CCDF income eligibility limits in the table below. **Complete** columns (a) and (b) based upon maximum eligibility initial entry into the CCDF program. Complete Columns (c) and (d) **ONLY IF** the Lead Agency is using income eligibility limits lower than 85% of the SMI.

Reminder - Income limits must be provided in terms of State Median Income (SMI) (or Territory Median Income) even if federal poverty level is used in implementing the program. (§98.20(a)(2)). FY 2011 poverty guidelines are available at <http://aspe.hhs.gov/poverty/11poverty.shtml>.

Family Size	(a) 100% of State Median Income (SMI)(\$/month)	(b) 85% of State Median Income (SMI)(\$/month) [Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI [Divide (c) by (a), multiply by 100]
1	\$4,691	\$3,987	\$3,283	70%
2	\$4,691	\$3,987	\$3,283	70%
3	\$5,026	\$4,272	\$3,518	70%
4	\$5,584	\$4,746	\$3,908	70%
5	\$6,477	\$5,506	\$4,534	70%

e) Will the Lead Agency have "tiered eligibility" (i.e., a separate income limit at re-determination to remain eligible for the CCDF program)?

☐ Yes.

If yes, provide the requested information from the table in 2.3.5d and **describe below**:

Note: This information can be included in the table below.

☒ No.

Family Size	(a) 100% of State Median Income (SMI) (\$/month)	(b) 85% of State Median Income (SMI) (\$/month)[Multiply (a) by 0.85]	IF APPLICABLE Income Level if lower than 85% SMI	
			(c) \$/month	(d) % of SMI[Divide (c) by (a), multiply by 100]
1				
2				
3				
4				
5				

f) SMI Year 2007 and SMI Source California Department of Finance

g) These eligibility limits in column (c) became or will become effective on:
July 1, 2011

2.3.6. Eligibility Re-determination

a) What is the re-determination period upon initial authorization of CCDF services for most families?

- ☐ 6 months
☒ 12 months
☐ 24 months
☐ Other.

Describe: Any change in family size, eligibility, or need for service. Subsequent to enrollment a child is eligible for a part-day CSPP for the remainder of the program year.

☐ Length of eligibility varies by county or other jurisdiction.
Describe:

b) Is the re-determination period the same for all CCDF eligible families?

☐ Yes.

☒ No. If no, **check the categories of families for whom authorizations are different and describe the redetermination period for each.**

☐ Families enrolled in Head Start and/or Early Head Start Programs.
Re-determination period:

☒ Families enrolled in pre-kindergarten programs.

Re-determination period: [Subsequent to enrollment, a child is eligible for a part-day CSPP for the remainder of the program year.](#)

☐ Families receiving TANF.
Re-determination period:

☐ Families who are very-low income, but not receiving TANF.
Re-determination period:

☐ Other.
Describe:

c) Does the Lead Agency use a simplified process at re-determination?

☐ Yes.

If yes, describe:

☒ No.

2.3.7. Waiting Lists

Describe the Lead Agency's waiting list status. Select **ONE** of these options.

☐ Lead Agency currently does not have a waiting list and:

- ☐ All eligible families *who apply* will be served under State/Territory eligibility rules
- ☐ Not all eligible families *who apply* will be served under State/Territory eligibility rules
- ☐ Lead Agency has an active waiting list for:
 - ☐ Any eligible family who applies when they cannot be served at the time of application
 - ☐ Only certain eligible families.

Describe those families:

- ☐ Waiting lists are a county/local decision.
Describe:

- ☒ Other.

Describe:

In accordance with Section 18106 of the *California Code of Regulations*, Title 5 (5 CCR), Child Care and Development contractors need to maintain a waiting list.

2.3.8. Appeal Process for Eligibility Determinations

Describe the process for families to appeal eligibility determinations:

The parent is provided a NOA within 30 calendar days from the date the application. The NOA informs the parent of the following: The parent may appeal the NOA to the contractor and, if necessary, to the CDD within a 14/19 day timeframe.

2.4. Sliding Fee Scale and Family Contribution

The statute and regulations require Lead Agencies to establish a sliding fee scale that varies based on income and the size of the family to be used in determining each family's contribution (i.e., co-payment) to the cost of child care (658E(c)(3)(B) §98.42).

2.4.1. Attach a copy of the sliding fee scale as Attachment 2.4.1.

The attached sliding fee scale was or will be effective as of: [July 1, 2011](#)

2.4.2. Will the attached sliding fee scale provided as Attachment 2.4.1. be used in all parts of the State/Territory?

- ☒ Yes
☐ No.

If no, attach other sliding fee scales and their effective date(s) as **Attachment 2.4.2a, 2.4.2b**, etc.

2.4.3. What income source and year will be used in creating the sliding fee scale? (658E(c)(3)(B)) Check only one option.

- ☒ State Median Income,
 Year: [2007](#)
☐ Federal Poverty Level,
 Year:
☐ Income source and year varies by geographic region.
 Describe income source and year:
☐ Other.
 Describe income source and year:

2.4.4. How will the family's contribution be calculated and to whom will it be applied? Check all that the Lead Agency has chosen to use. (§98.42(b))

- ☒ Fee as dollar amount and
- ☐ Fee is per child with the same fee for each child
 - ☐ Fee is per child and discounted fee for two or more children
 - ☐ No additional fee charged after certain number of children
 - ☒ Fee per family
- ☐ Fee as percent of income and
- ☐ Fee is per child with the same percentage applied for each child
 - ☐ Fee is per child and discounted percentage applied for two or more children
 - ☐ No additional percentage applied charged after certain number of children

☐ Fee per family

☐ Contribution schedule varies by geographic area.

Describe:

☐ Other.

Describe:

If the Lead Agency checked more than one of the options above, describe:

2.4.5. Will the Lead Agency use other factors in addition to income and family size to determine each family's contribution to the cost of child care? (658E(c)(3)(B), §98.42(b))

☐ Yes,
and describe those additional factors:

☒ No.

2.4.6. The Lead Agency may waive contributions from families whose incomes are at or below the poverty level for a family of the same size. (§98.42(c)). Select **ONE of these options.**

Reminder - Lead Agencies are reminded that the co-payments may be waived for only two circumstances - for families at or below the poverty level or on a case-by-case basis for children falling under the definition of "protective services" (as defined in 2.3.4.a).

☐ ALL families, including those with incomes at or below the poverty level for families of the same size, ARE required to pay a fee.

☒ NO families with income at or below the poverty level for a family of the same size ARE required to pay a fee.

The poverty level used by the Lead Agency for a family of 3 is: [1,949](#)

☐ SOME families with income at or below the poverty level for a family of the same size ARE NOT required to pay a fee. The Lead Agency waives the fee for the following families:

The Lead Agency waives the fee for the following families:

2.5. Prioritizing Services for Eligible Children and Families

At a minimum, CCDF requires Lead Agencies to give priority for child care assistance to children with special needs, or in families with very low incomes. Prioritization of CCDF assistance services is not limited to eligibility determination (i.e., establishment of a waiting list or ranking of eligible families in priority order to be served). Lead Agencies may fulfill priority requirements in other ways such as higher payment rates for providers caring for children with special needs or waiving co-payments for families with very low incomes (at or below the federal poverty level). (658E(c)(3)(B), §98.44)

2.5.1. How will the Lead Agency prioritize child care services to children with special needs or in families with very low incomes? (658E(c)(3)(B), §98.44) Lead Agencies have the discretion to define *children with special needs* and *children in families with very low incomes*. Lead Agencies are not limited in defining *children with special needs* to only those children with physical or mental disabilities (e.g., with a formal Individual Education Plan (IEP) required under the Individuals with Disabilities Education Act (IDEA)). Lead Agencies could consider children in the child welfare system, children of teen parents, or homeless children as examples of *children with special needs*.

Children with special needs

Provide the Lead Agency definition of *Children with Special Needs*:

A child who has exceptional needs as defined in *Education Code* §8208 (l), is receiving child protective services or is at risk of abuse, neglect, or exploitation.

Describe:

Children in families with very low incomes

Provide the Lead Agency definition of *Children in Families with Very Low Incomes*:

Family income that is adjusted for family size and is at or below 40 percent of the state median income

How will the Lead Agency prioritize CCDF services for:	Eligibility Priority (Check only one)	Is there a time limit on the eligibility priority or guarantee?	Other Priority Rules

Children with special needs	<input type="checkbox"/> Priority over other CCDF-eligible families <input checked="" type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other.	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Different eligibility thresholds. Describe: <div style="border: 1px solid black; padding: 2px;"> <p>Families with the lowest per capita income have priority. Within this group, if there are two or more families with comparable per capita income, the family with a child with exceptional needs will be served first.</p> </div> <input checked="" type="checkbox"/> Higher rates for providers caring for children with special needs requiring additional care <input type="checkbox"/> Prioritizes quality funds for providers serving these children <input type="checkbox"/> Other. Describe: <input type="text"/>
Children in families with very low incomes	<input checked="" type="checkbox"/> Priority over other CCDF-eligible families <input type="checkbox"/> Same priority as other CCDF-eligible families <input type="checkbox"/> Guaranteed subsidy eligibility <input type="checkbox"/> Other. Describe: <div style="border: 1px solid black; height: 150px; width: 100%;"></div>	<input type="checkbox"/> Yes. The time limit is: <input type="text"/> <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Different eligibility thresholds. Describe: <div style="border: 1px solid black; padding: 2px;"> <p>Families with the lowest per capita income. Within this group, if there are two or more families with comparable per capita income, the family with a child with exceptional needs will be served first. Within this group, if there are two or more families with comparable per capita income and there is no family with a child with exceptional needs, the family that has been on the waiting list the longest will be enrolled first.</p> </div> <input checked="" type="checkbox"/> Waiving co-payments for families with incomes at or below the Federal Poverty Level <input type="checkbox"/> Other. Describe: <input type="text"/>

2.5.2. How will CCDF funds be used to provide child care assistance to meet the needs of families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of

becoming dependent on TANF? (658E(c)(2)(H), Section 418(b)(2) of the Social Security Act, §§98.50(e), 98.16(g)(4)) **Reminder** - CCDF requires that not less than 70 percent of CCDF Mandatory and Matching funds be used to provide child care assistance for families receiving Temporary Assistance for Needy Families (TANF), those attempting to transition off TANF through work activities, and those at risk of becoming dependent on TANF.

- ☐ Use priority rules to meet the needs of TANF families (describe in 2.5.1 or 2.5.3.)
 - ☒ Waive fees (co-payments) for some or all TANF families who are below poverty level
 - ☒ Coordinate with other entities (i.e. TANF office, other State/Territory agencies, and contractors)
 - ☒ Other.
- Describe:

It is the intent that services continue to be provided for families transitioning off cash aid.

2.5.3. List and define any other eligibility conditions, priority rules and definitions that will be established by the Lead Agency. (658E(c)(3)(B), §98.16(g)(5), §98.20(b))
 Reminder - Lead Agencies are reminded that any eligibility criteria and terms provided below must comply with the eligibility requirements of §98.20 and provided in section 2.2. Any priority rules provided must comply with the priority requirements of §98.44 and provided in section 2.4.1.

Term(s) - Definition(s)

Describe:

N/A

2.6. Parental Choice In Relation to Certificates, Grants or Contracts

The parent(s) of each eligible child who receives or is offered financial assistance for child care services has the option of either enrolling such child with a provider that has a grant or contract for the provision of service or receiving a child care certificate.
 (658E(c)(2)(A), §98.15(a))

2.6.1. Child Care Certificates

a) When is the child care certificate (also referred to as voucher or authorization) issued to parents? (658E(c)(2)(A)(iii), 658P(2), §98.2, §98.30(c)(4) & (e)(1) & (2))

- ☐ Before parent has selected a provider

☐ After parent has selected a provider

☒ Other.

Describe:

Before parent has selected a provider, AND after parent has selected a provider.

b) How does the Lead Agency inform parents that the child care certificate permits them to choose from a variety of child care categories, including child care centers, child care group homes, family child care homes, and in-home providers? (§98.30(e)(2))

☐ Certificate form provides information about choice of providers

☒ Certificate is not linked to a specific provider so parents can choose provider of choice

☒ Consumer education materials (flyers, forms, brochures)

☒ Referral to child care resource and referral agencies

☒ Verbal communication at the time of application

☐ Public Services Announcement

☒ Agency

Website: Those agencies that maintain websites often include this information.

☒ Community outreach meetings, workshops, other in person activities

☐ Multiple points of communication throughout the eligibility and renew process

☒ Other.

Describe:

While CDE does not provide this service, the contracted agencies do provide this service for their counties. The CDD field services consultants ensure agencies are providing this service as part of the monitoring and review process.

c) What information is included on the child care certificate? **Attach a copy of the child care certificate as Attachment 2.6.1.** (658E(c)(2)(A)(iii))

☐ Authorized provider(s)

☐ Authorized payment rate(s)

☐ Authorized hours

☐ Co-payment amount

☐ Authorization period

☒ Other.

Describe:

Certificate/voucher developed by Alternative Payment Program Providers (APP). Most APPs provide the above information on certificates. A sample certificate is attached.

d) What is the estimated proportion of services that will be available for child care services through certificates?

42%

2.6.2. Child Care Services Available through Grants or Contracts

a) In addition to offering certificates, does the Lead Agency provide child care services through grants or contracts for child care slots? (658A(b)(1), 658P(4), §§98.16(g)(1), 98.30(a)(1) & (b)). **Note:** Do not check "yes" if every provider is simply required to sign an agreement in order to be paid in the certificate program.

☒ Yes.

If yes, **describe** the type(s) of child care services available through grants or contracts, the process for accessing grants or contracts, and the range of providers that will be available through grants or contracts:

The CDE is required to disburse all the child development funds for direct services through a contracting process. There are no vouchers issued by CDE. There are two modes of delivery for child care and development services – contracted centers (center-based) and voucher programs administered by APPs (who contract with CDE). Consistent with statutory requirement, each fiscal year the budget identifies the amount of funding available for distribution in each program (for a summary of Child Care and Development programs, see <http://www.cde.ca.gov/sp/cd/op/cdprograms.asp>). When there is new funding available, the CDE initiates the Request for Application (RFA) process and the availability of funding is announced. The RFA is posted on the Funding Web page at <http://www.cde.ca.gov/fq/fo/>. Local Child Care and Development Planning Councils provide allocation needs for each of the counties. Applications are scored based on the criteria in the RFA which can vary depending on the type of program and funding available. Funding is awarded based upon the number of applications received, the scoring of the applications, and available resources.

☐ No.

b) Will the Lead Agency use grants or contracts for child care services to achieve any of the following? Check the strategies, if any, that your State/Territory chooses to implement.

- ☒ Increase the supply of specific types of care
- ☐ Programs to serve children with special needs
- ☒ Wrap-around or integrated child care in Head Start, Early Head Start, pre-k, summer or other programs
- ☒ Programs to serve infant/toddler
- ☐ School-age programs
- ☒ Center-based providers
- ☒ Family child care providers
- ☒ Group-home providers
- ☐ Programs that serve specific geographic areas
- ☐ Urban

☐ Rural
☐ Other.
Describe:

☐ Support programs in providing higher quality services
☐ Support programs in providing comprehensive services
☒ Serve underserved families.
Specify:

New funds are allocated based on the needs in agencies.

☐ Other.
Describe:

c) Are child care services provided through grants or contracts offered throughout the State/Territory? (658E(a), §98.16(g)(3))

☒ Yes.
☐ No,
and **identify** the localities (political subdivisions) and services that are not offered:

d) How are payment rates for child care services provided through grants/contracts determined?

The CDE is required to disburse all the child development funds for direct services through a contracting process. There are no vouchers issued by the CDE.

There are two modes of delivery for child care and development services - contracted centers (center-based) and voucher programs administered by APPs (who contract with CDE). The reimbursement structure is different for each delivery mode. Contracted centers are reimbursed at the Standard Reimbursement Rate (SRR). The SRR is adjusted for certain factors such as special needs or age of child (see <http://www.cde.ca.gov/sp/cd/op/factsheet07.asp> for adjustment factors and more details). Voucher providers are reimbursed using the Regional Market Rate. Providers are reimbursed up to a maximum of the 85th percentile of the rates charged by providers for the same service in the same region (see "Reimbursement Ceilings for Subsidized Child Care" at <http://www.cde.ca.gov/fg/aa/cd/> for additional information and the reimbursement ceilings for each county).

e) What is the estimated proportion of direct services that will be available for child care services through grants/contracts?

58%

2.6.3. How will the Lead Agency inform parents and providers of policies and procedures for affording parents unlimited access to their children whenever their children are in the care of a provider who receives CCDF funds? (658E(c)(2)(B), §98.31)) Check the strategies that will be implemented by your State/Territory.

- ☒ Signed declaration
- ☒ Parent Application
- ☒ Parent Orientation
- ☒ Provider Agreement
- ☒ Provider Orientation
- ☐ Other.

Describe:

While CDE does not provide this service, the contracted agencies do provide this service for their counties. The CDD field services consultants ensure agencies are providing this service as part of the monitoring and review process. The agencies include this information in both the parent and provider files.

2.6.4. The Lead Agency must allow for in-home care (i.e., care provided in the child's own home) but may limit its use. (§§98.16(g)(2), 98.30(e)(1)(iv)) Will the Lead Agency limit the use of in-home care in any way?

- ☐ No
- ☒ Yes. If checked, what limits will the Lead Agency set on the use of in-home care?
Check all limits the Lead Agency will establish.
- ☒ Restricted based on minimum number of children in the care of the provider to meet minimum wage law or Fair Labor Standards Act
- ☒ Restricted based on provider meeting a minimum age requirement
- ☐ Restricted based on hours of care (certain number of hours, non-traditional work hours)
- ☐ Restricted to care by relatives
- ☐ Restricted to care for children with special needs or medical condition
- ☐ Restricted to in-home providers that meet some basic health and safety requirements
- ☒ Other.

Describe:

Any individual other than a grandparent, aunt, or uncle must be checked with the TrustLine registry.

2.6.5. Describe how the Lead Agency maintains a record of substantiated parental complaints about providers and makes substantiated parental complaints available to the public on request. (658E(c)(2)(C), §98.32)

Complaints against Licensed Centers and Licensed Family Child Care Homes:

- a. The provider is required to notify parents of the process for filing a complaint with the CDSS' CCLD. The CCLD is responsible for all complaints regarding licensing law or regulation requirements, pursuant to the California Health and Safety Code and the California Code of Regulations, Title 22. The CCLD investigates complaints and maintains a record of substantiated complaints that is available to the public upon request. The provider is required to inform parents of type A licensing violations, which are violations that could result in imminent danger to children, by posting the licensing violation on their wall during business hours for one year. R&R programs are required to inform parents when they make a referral that they have access to information from the provider's public file by contacting the local licensing regional office. R&R programs are also required to remove from their referral database any provider who is on licensing probationary status, who has a revoked license and/or has a temporary suspension order.
- b. In programs operated by school districts, if a parent has a complaint regarding program operations not covered by licensing requirements, the parent must utilize the uniform complaint procedures established by the school district. Records of substantiated complaints are kept by the school district.
- c. In programs operated by entities other than school districts, a parent may file complaints regarding program operations not covered by licensing requirements with the CDE, CDD. The parent must utilize the uniform complaint procedures established by the CDE, CDD. More information about this process can be found at <http://www.cde.ca.gov/re/cp/uc/>. Records of these parental complaints are maintained at the CDD.

Complaints against License-Exempt Providers:

Certificate programs are required to maintain a record of parental complaints concerning a license-exempt provider's failure to meet the health and safety standards as specified in the Health and Safety Self-Certification that is completed by the parent and the license-exempt provider. These complaints shall be deemed to be substantiated solely by the parent's written declaration. The written declaration shall include the nature of the complaint and address of the provider about whom the complaint is made and shall be signed by the parent. The certificate program shall inform the license-exempt provider of the parent's complaint and inform the provider of his or her right to submit a written rebuttal.

If a request is made concerning a specific license-exempt provider, the certificate program shall inform the requestor of the general nature of the complaint and whether or not the provider submitted a rebuttal.

Upon receipt of a complaint, the certificate program must notify the parent and the provider that payments will cease in 14 days unless a written declaration signed by both parties has been received by the certificate program, stating that the health and safety deficiency has been corrected. The certificate program will also advise parents that serious health and safety concerns should be referred to the appropriate child protection unit of the CWD.

2.7. Payment Rates for Child Care Services

The statute at 658E(c)(4) and the regulations at §98.43(b)(1) require the Lead Agency to establish adequate payment rates for child care services that ensure eligible children

equal access to comparable care.

2.7.1. Provide a copy of your payment rates as Attachment 2.7.1.

The attached payment rates were or will be effective as of: [October 1, 2006](#).

2.7.2. Are the attached payment rates provided in Attachment 2.7.1 used in all parts of the State/Territory?

☒ Yes.

☐ No. If no, attach other payment rates and their effective date(s) as **Attachment 2.7.2a, 2.7.2b**, etc.

2.7.3. Which strategies, if any, will the Lead Agency use to ensure the timeliness of payments?

☐ Policy on length of time for making payments.

Describe length of time:

☐ Track and monitor the payment process

☒ Other.

Describe:

[Child development contracts allow reimbursement to be advanced to contractors in monthly apportionments. Each month's normal apportionment is a fixed percentage of the contract's maximum reimbursable amount \(MRA\). Apportionment amounts may be lower according to projection calculations based on data from the latest Attendance and Fiscal Report. The proportion of each apportionment depends on the contract type and status. For more detailed information and to view the apportionment schedule, see 2010–11 Child Development Attendance and Fiscal Reporting and Reimbursement Procedures, pages 49–51.](#)

☐ None

2.7.4. Market Rate Survey

Lead Agencies must complete a local Market Rate Survey (MRS) no earlier than two years prior to the effective date of the Plan (no earlier than October 1, 2009). The MRS must be completed prior to the submission of the CCDF Plan (see Program Instruction CCDF-ACF-PI-2009-02

<http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm> for more information on the MRS deadline).

a) Provide the month and year when the local Market Rate Survey(s) was completed (§98.43(b)(2)): 03/2010

b) Attach a copy of the **MRS instrument** and a **summary of the results** of the survey as **Attachment 2.7.4**. For Lead Agencies that use an administrative provider database, provide a copy of the intake form as the instrument. The summary should include a description of the sample population, data source, the type of methodology used, response rate, description of analyses, and key findings.

2.7.5. Will the Lead Agency use the local Market Rate Survey identified in 2.7.4a (i.e., the most recent MRS) to set its payment rates?

☐ Yes

☒ No.

If no, list the MRS year that the payment rate ceiling is based upon: 2005

2.7.6. At what percentile of the most recent local MRS are or will payment rates be set? Provide the percentile for your payment rate ceiling in relation to the most recent survey and **describe**:

Note: Identify the percentile where payment rates fall according to the most recent local MRS (identified in 2.7.4a) regardless of whether or not you use the most recent survey to set rates. If the percentile(s) varies across categories of care (e.g., different for centers and family child care homes), regions or ages of children, provide the range of the highest and lowest percentile in relation to the most recent survey.

The current payment rates are based on the 85th percentile of the 2005 RMR survey for Family Child Care Homes. It was important to the CDE, the Legislature, and advocacy groups for the ceilings to remain at the 85th percentile to ensure that more families have continued access to quality child care programs. Rather than change the percentile to the 75th in order to use the current survey, it was necessary to instead base the ceilings on the 2005 survey for cost neutrality. License-exempt child care costs are reimbursed up to 60 percent of the regional reimbursement rate limits.

Los Angeles is considered to be a good representation of the state as it is a populous area with a range of income levels. Using four settings in Los Angeles County as an example, the percentiles of the 2009 MRS survey range from 61% to 69% as follows:

Child Care Centers, Infant/Toddlers Birth-24 months - 61%
 Child Care Centers, Preschool 2-5 years old - 65%
 Family Child Care Homes, Infant Toddlers Birth-24 months - 69%
 Family Child Care Home, Preschool 2-5 years old - 69%

Los Angeles is considered to be representative as there is large populat

2.7.7. Will the Lead Agency provide any type of tiered reimbursement or differential rates on top of its base reimbursement rates for providing care for children receiving CCDF subsidies? Check which types of tiered reimbursement, if any, the Lead Agency has chosen to implement.

☐ Differential rate for nontraditional hours.

Describe:

☒ Differential rate for children with special needs as defined by the State/Territory.

Describe:

For center-based programs, the SRR is \$34.38 per child day of enrollment with the following adjustment factor applied. *Education Code (EC) Section 8265.6 (4)* - For children with exceptional needs who are 0 to 21 years of age, the adjustment factor is 1.2. There is no differential rate for voucher providers.

☒ Differential rate for infants and toddlers.

Describe:

For center based programs, the SRR is \$34.38 per child day of enrollment with the following adjustment factors applied. *EC Section 8265.6 (1)* - For infants who are 0 to 18 months of age and are served in a child day care center, the adjustment factor is 1.7. *EC Section 8265.6 (2)* - For toddlers who are 18 to 36 months of age and are served in a child day care center, the adjustment factor is 1.4. *EC Section 8265.6 (3)* - For infants and toddlers who are 0 to 36 months of age and are served in a family child care home, the adjustment factor is 1.2. There is no differential rate for voucher providers.

☐ Differential rate for school-age programs.

Describe:

☐ Differential rate for higher quality as defined by the State/Territory.

Describe:

☒ Other differential rate.

Describe:

For center-based programs, the SRR is \$34.38 per child day of enrollment with the following adjustment factors applied: *EC Section 8265.6 (5)* - For severely disabled children who are 0 to 21 years of age, the adjustment factor is 1.5; *EC Section 8265.6 (6)* - For children at risk of neglect, abuse, or exploitation who are 0 to 14 years of age, the adjustment factor is 1.1. *EC Section 8265.6 (7)* - For limited-English-speaking and non-English-speaking children who are 2 years of age through kindergarten age, the

adjustment factor is 1.1. There is no differential rate for voucher providers.

☐ None.

2.7.8. Will the Lead Agency allow providers to charge parents any additional fees?

Check the policies, if any, the Lead Agency has chosen to establish regarding additional fees.

- ☒ Providers are allowed to charge the difference between the maximum reimbursement rate and their private pay rate
- ☐ Providers are allowed to charge registration fees
- ☐ Providers are allowed to charge for transportation fees
- ☐ Providers are allowed to charge for meals.
- ☐ Providers are allowed to charge additional incidental fees such as field trips or supplies
- ☐ Policies vary across region, counties and or geographic areas.

Describe:

☐ No, providers may not charge parents any additional fees

☐ Other.

Describe:

☐ None

2.7.9. Describe how payment rates are adequate to ensure equal access to the full range of providers based on the Market Rate Survey.

CCDF regulations require the Lead Agency to certify that the payment rates for the provision of child care services are sufficient to ensure equal access for eligible families to child care services comparable to those provided to families not eligible to receive CCDF assistance. To demonstrate equal access, the Lead Agency shall provide at a minimum a summary of facts describing: (§98.43(a))

a) How a choice of the full range of providers, e.g., child care centers, family child care homes, group child care homes and in-home care, is made available (§98.43(a)(1)):

The state has several ways to ensure parents are informed about the full array of child care options. When a parent calls an R&R agency seeking information about child care choices, he/she is counseled on how to select the most appropriate care to meet the family's needs. At that time, he/she is given a list of several child care providers of the types and in the locations (whether near home, work, or place of training) in which he/she has indicated an interest. The APPs also offer and explain the full array of child care setting options to parents who are eligible for child care subsidy and assist them with finding the appropriate care to meet their needs.

b) How payment rates are adequate based on the most recent local MRS (§98.43(a)(2)):

The 2009 RMR survey of licensed centers and family child care homes based measurements of child care rates on similar socioeconomic conditions, rather than geographic proximity, creating “price profiles” of similar zip codes. The ceilings are established for each county according to estimates of the 85th percentile of child care rates for groups of centers and family child care homes. These county market rate ceilings are differentiated by the age of the child (under two years of age, two through five years of age, and six years of age or more), full-time and part-time, and frequency of care (hourly, daily, weekly, and monthly). This methodology allows parents to have access to 85 percent of all licensed providers in their county. (§98.43(b))

The current payment rates are based on the 2005 RMR survey. It was important to the CDE, the Legislature, and advocacy groups for the ceilings to remain at the 85th percentile to ensure that more families have continued access to quality child care programs. Rather than change the percentile to the 75th in order to use the current survey, it was necessary to instead base the ceilings on the 2005 survey for cost neutrality.

c) How family co-payments based on a sliding fee scale are affordable (§98.43(a)(3)):

The copayments are considered affordable if they fall at or below ten percent of a family's earned income for all levels of child care services.

d) Any additional facts the Lead Agency considered to determine that its payment rates ensure equal access:

2.7.10 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for the administration of the CCDF subsidy program in the coming Biennium? For example, what progress does the State/Territory expect to make on continuing improved services to parents and providers, continuity of care for children, improving outreach to parents and providers, building or expanding information technology systems, or revising rate setting policies or practices):

As California's economy recovers, the goal continues to be to serve as many families as possible given the resources available. At the same time, it is critical to maintain the existing infrastructure while also building high quality programs for low income families.

PART 3

Health and Safety and Quality Improvement Activities

3.1. Activities to Ensure the Health and Safety of Children in Child Care (Component #1)

This section is intended to collect information on how Lead Agencies meet the statutory and regulatory provisions related to licensing and health and safety requirements. The CCDBG statute and the CCDF regulations address health and safety primarily in two ways.

First, Lead Agencies shall certify that they have in effect licensing requirements applicable to child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced. Second, Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF.

The relationship between licensing requirements and health and safety requirements varies by State/Territory depending on how comprehensive the licensing system is. In some States and Territories, licensing may apply to the majority of CCDF-eligible providers and the licensing standards cover the three CCDF health and safety requirements so the State/Territory has few, if any, providers for whom they need to establish additional CCDF health and safety requirements. In other cases, States and Territories have elected to exempt large numbers of providers from licensing which means that those exempted providers who care for children receiving assistance from CCDF will have to meet to the CCDF health and safety requirements through an alternative process outside of licensing. The State/Territory may also elect to impose more stringent standards and licensing or regulatory requirements on child care providers of services for which assistance is provided under the CCDF than the standards or requirements imposed on other child care providers. (§98.40(b)(1)) Section 3.1 asks the State/Territory to identify and describe the components of both the licensing and CCDF health and safety requirements, indicate which providers are subject to the requirements, and describe compliance and enforcement activities. (658E(c)(2)(F), §98.41)

3.1.1. Compliance with Applicable State/Territory and Local Regulatory Requirements on Licensing

Lead Agencies shall certify that they have in effect licensing requirements applicable to

child care services provided within the area served by the Lead Agency (§98.40(a)(1)). These licensing requirements need not be applied to specific types of providers of child care services (658(E)(c)(2)(E)(i). Lead Agencies must describe those licensing requirements and how they are effectively enforced.

Definition: Licensing requirements are defined as regulatory requirements, including registration or certification requirements established under State, local, or tribal law, necessary for a provider to legally operate and provide child care services in a State or locality (§98.2). This does not include registration or certification requirements solely for child care providers to be eligible to participate in the CCDF program. Those requirements will be addressed in 3.1.2.

a) Is the Lead Agency responsible for child care licensing? (§98.11(a))

☐ Yes.

☒ No.

Please identify the State or local (if applicable) entity/agency responsible for licensing:
California Department of Social Services, Community Care Licensing Division

b) **Provide a brief overview** of the relationship between the licensing requirements and CCDF health and safety requirements in your State/Territory. At a minimum, describe whether the State/Territory's licensing requirements serve as the CCDF health and safety requirements.

The CDSS, CCLD has jurisdiction over licensed child care facilities. The CDSS, CCLD does not have authority over unlicensed facilities unless a business is operating as a child care facility without a license and does not meet an exemption in law. While some CCDF facilities are licensed and unlicensed, CCLD health and safety requirements are only enforced with licensed facilities.

c) CCDF identifies and defines four categories of care: child care centers, family child care homes, group child care homes and in-home child care providers (§98.2). The CCDF definition for each category is listed below. Within each CCDF category of care, please identify which types of providers are exempt from licensing in your State/Territory in the chart below.

CCDF Category of Care	CCDF Definition (§98.2)	Are any providers in your State/Territory which fall under this CCDF category exempt from licensing?

Center-Based Child Care	Center-based child care providers are defined as a provider licensed or otherwise authorized to provide child care services for fewer than 24 hours per day per child in a non-residential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of center-based settings are exempt from licensing in your State/Territory. For example, some jurisdictions exempt school-based centers, centers operated by religious organizations, summer camps, or Head Start programs CO-OP; Relative Care; Public Recreation; Extended Care Provided by a Public/Private School; Program Operated by any Adult Education; Operates one day/week for no more than four hours; Temporary Child Care; Activities provided to children that are instructional; Programs administrated by the Dept. of Corrections; Boys /Girls Club/Scouts/Camp Fire; Heritage Schools; Organized Camps; After School and Safety Programs.
Group Home Child Care N/A. Check if your State/Territory does not have group home child care. <input type="checkbox"/>	Group home child care provider is defined as two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work.	Describe which types of group homes are exempt from licensing: California describes the group home child care provider as a large family child care home. All large family child care homes or group home care providers are required to be licensed.
Family Child Care	Family child care provider is defined as one individual who provides child care services for fewer than 24 hours per day per child, as the sole caregiver, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)'s work. Reminder - Do not check if family child care home providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of family child care home providers are exempt from licensing: Family child care homes that care for the children of one other family or care for the children of their relatives (such as a grandchild, niece, or nephew) are not required to be licensed.

In-Home Care	In-home child care provider is defined as an individual who provides child care services in the child's own home. Reminder - Do not respond if in-home child care providers simply must register or be certified to participate in the CCDF program separate from the State/Territory regulatory requirements.	Describe which types of in-home child care providers are exempt from licensing: N/A
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Note: In lieu of submitting or attaching licensing regulations to certify the requirements of §98.40(a)(1), Lead Agencies may provide their licensing regulations to the National Resource Center for Health and Safety in Child Care and Early Education. Please check the NRCKid's website to verify the accuracy of your licensing regulations and provide any updates to the National Resource Center. **Check this box to indicate that the licensing requirements were submitted and verified at NRCKid's:**



d) **Indicate** whether your State/Territory licensing requirements include any of the following four indicators for each category of care*.

*Source: National Resource Center for Health and Safety in Child Care and Early Education. (2003) Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards, 2nd Ed. Health Resources and Services Administration, Maternal and Child Health Bureau. Available online

Indicator	Center-Based Child Care	Group Home Child Care	Family Child Care	In-Home Care
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Do the licensing requirements include child:staff ratios and group sizes? If yes, specify age group, where appropriate:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input checked="" type="checkbox"/> Child:staff ratio requirement:	<input type="checkbox"/> Child:staff ratio requirement:
	Infants (birth to 18 months old) - 1:3 adult-child ratio, 1:18 teacher-child ratio. Toddlers (18 months to 36 months old) - 1:4 adult-child ratio, 1:16 teacher-child ratio. Preschool (36 months to enrollment in K) - 1:8 adult-child ratio, 1:24 teacher-child ratio. Children enrolled in K through under the age of 13 years old - 1:14 adult-child ratio, 1:28 teacher-child ratio.	2:12 child to adult ratio	1:6 child to adult ratio	
	<input checked="" type="checkbox"/> Group size requirement:	<input checked="" type="checkbox"/> Group size requirement:	<input type="checkbox"/> Group size requirement:	
	up to 12 children	up to 6 children	<input checked="" type="checkbox"/> No requirements.	
	<input type="checkbox"/> No requirements.	<input type="checkbox"/> No requirements.		
	<input type="checkbox"/> Group size requirement:			
	<input type="checkbox"/> No requirements.			

Do the licensing requirements identify specific experience and educational credentials for child care directors?	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input checked="" type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input checked="" type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input checked="" type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input checked="" type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:
				License exempt facilities. No credential required.

Do the licensing requirements identify specific experience and educational credentials for child care teachers?	<input checked="" type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED	<input type="checkbox"/> High school/GED
	<input checked="" type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)	<input type="checkbox"/> Child Development Associate (CDA)
	<input checked="" type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential	<input type="checkbox"/> State/ Territory Credential
	<input checked="" type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree	<input type="checkbox"/> Associate's degree
	<input checked="" type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Bachelor's degree
	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input checked="" type="checkbox"/> No credential required for licensing	<input type="checkbox"/> No credential required for licensing
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Other:
				License exempt facilities. No credential required.
Do the licensing requirements specify that directors and caregivers must attain a specific number of training hours per year?	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year	<input type="checkbox"/> At least 30 training hours required in first year
	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year	<input type="checkbox"/> At least 24 training hours per year after first year
	<input checked="" type="checkbox"/> No training requirement	<input checked="" type="checkbox"/> No training requirement	<input checked="" type="checkbox"/> No training requirement	<input checked="" type="checkbox"/> No training requirement
	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

e) Do you expect the licensing requirements for child care providers to change in FY2012-2013?

Describe:

☒ No.

3.1.2. Compliance with Applicable State/Territory and Local Regulatory Requirements on Health and Safety

Each Lead Agency shall certify that there are in effect, within the State or local law, requirements designed to protect the health and safety of children that are applicable to child care providers of services for which assistance is provided under CCDF. Such requirements shall include the prevention and control of infectious diseases (including immunization), building and physical premises safety, and minimum health and safety training appropriate to the provider setting. These health and safety requirements apply to all providers caring for children receiving CCDF services and which also may be covered by the licensing requirements. (658E(c)(2)(F), §98.41)

a) **Describe** the Lead Agency's health and safety requirements for prevention and control of infectious disease in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(i), §98.41(a)(1))

For each health and safety requirement checked, identify which providers under the CCDF category must meet the requirement. Check all that apply.				
The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Physical exam or health statement for providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Physical exam or health statement for children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Tuberculosis check for providers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tuberculosis check for children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Provider immunizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Child immunizations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Hand-washing policy for providers and children	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Diapering policy and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to submit a self- certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Other. Describe: Self certification or complete health and safety checklist is optional.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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b) **Describe** the Lead Agency's health and safety requirements for building and physical premises safety, including policies and practices to protect from environmental hazards, in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(ii), §98.41(a)(2))

The Lead Agency requires:	Center-based child care providers	Family child care home providers	Group home child care providers	In-home child care providers
<input checked="" type="checkbox"/> Fire inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Building inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Health inspection	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Inaccessibility of toxic substances policy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Safe sleep policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Tobacco exposure reduction	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Transportation policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Providers to submit a self-certification or complete health and safety checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Providers to meet the requirements of another oversight entity that fulfill the CCDF health and safety requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

c) **Describe** the Lead Agency's health and safety requirements for health and safety training in effect for child care providers of services for which assistance is provided under CCDF using the table below. (658E(c)(2)(F)(iii), §98.41(a)(3))

CCDF Categories of Care	Health and safety training requirements	Pre-Service	On-Going
Child Care Centers	CPR (Child Care Centers)	4 hours.	4 hours.
	First Aid (Child Care Centers)	4 hours.	4 hours.
	Training on infectious diseases (Child Care Centers)	7 hours.	N/A.
	SIDS prevention (i.e., safe sleep) (Child Care Centers)	7 hours.	N/A.
	Medication administration (Child Care Centers)	7 hours.	N/A.
	Mandatory reporting of suspected abuse or neglect (Child Care Centers)	7 hours.	N/A.
	Child development (Child Care Centers)	7 hours.	N/A.
	Supervision of children (Child Care Centers)	7 hours.	N/A.
	Behavior management (Child Care Centers)	7 hours.	N/A.
	Nutrition (Child Care Centers)	7 hours.	N/A.

	Breastfeeding (Child Care Centers)	N/A.	N/A.
	Physical activity (Child Care Centers)	N/A.	N/A.
	Working with children with special needs or disabilities (Child Care Centers)	7 hours.	N/A.
	Emergency preparedness and response (Child Care Centers)	7 hours.	N/A.
	Other. (Child Care Centers)	N/A.	N/A.
	Describe: N/A.		
Group Home Child Care	CPR (Group Home Child Care)	4 hours.	4 hours.
	First Aid (Group Home Child Care)	4 hours.	4 hours.
	Training on infectious diseases (Group Home Child Care)	7 hours.	N/A.
	SIDS prevention (i.e., safe sleep) (Group Home Child Care)	7 hours	N/A.
	Medication administration (Group Home Child Care)	7 hours.	N/A.
	Mandatory reporting of suspected abuse or neglect (Group Home Child Care)	7 hours.	N/A.
	Child development (Group Home Child Care)	7 hours.	N/A.
	Supervision of children (Group Home Child Care)	7 hours.	N/A.
	Behavior management (Group Home Child Care)	7 hours.	N/A.
	Nutrition (Group Home Child Care)	7 hours.	N/A.
	Breastfeeding (Group Home Child Care)	N/A.	N/A.
	Physical activity (Group Home Child Care)	N/A.	N/A.

	Working with children with special needs or disabilities (Group Home Child Care)	7 hours.	N/A.
	Emergency preparedness and response (Group Home Child Care)	7 hours.	N/A.
	Other. (Group Home Child Care)	N/A.	N/A.
	Describe: N/A.		
Family Child Care Providers	CPR (Family Child Care Providers)	4 hours.	4 hours
	First Aid (Family Child Care Providers)	4 hours.	4 hours.
	Training on infectious diseases (Family Child Care Providers)	7 hours.	N/A.
	SIDS prevention (i.e., safe sleep) (Family Child Care Providers)	7 hours.	N/A.
	Medication administration (Family Child Care Providers)	7 hours.	N/A.
	Mandatory reporting of suspected abuse or neglect (Family Child Care Providers)	7 hours.	N/A.
	Child development (Family Child Care Providers)	7 hours.	N/A.
	Supervision of children (Family Child Care Providers)	7 hours.	N/A.
	Behavior management (Family Child Care Providers)	7 hours.	N/A.
	Nutrition (Family Child Care Providers)	N/A.	N/A.
	Breastfeeding (Family Child Care Providers)	N/A.	N/A.
	Physical activity (Family Child Care Providers)	N/A.	N/A.
	Working with children with special needs or disabilities (Family Child Care Providers)	7 hours.	N/A.

	Emergency preparedness and response (Family Child Care Providers)	7 hours.	N/A.
	Other. (Family Child Care Providers)	N/A.	N/A.
	Describe: 7 hours.		
In-Home Child Care Providers	CPR (In-Home Child Care Providers)	N/A	N/A
	First Aid (In-Home Child Care Providers)	N/A	N/A
	Training on infectious diseases (In-Home Child Care Providers)	N/A	N/A
	SIDS prevention (i.e., safe sleep) (In-Home Child Care Providers)	N/A	N/A
	Medication administration (In-Home Child Care Providers)	N/A	N/A
	Mandatory reporting of suspected abuse or neglect (In-Home Child Care Providers)	N/A	N/A
	Child development (In-Home Child Care Providers)	N/A	N/A
	Supervision of children (In-Home Child Care Providers)	N/A	N/A
	Behavior management (In-Home Child Care Providers)	N/A	N/A
	Nutrition (In-Home Child Care Providers)	N/A	N/A
	Breastfeeding (In-Home Child Care Providers)	N/A	N/A
	Physical activity (In-Home Child Care Providers)	N/A	N/A
	Working with children with special needs or disabilities (In-Home Child Care Providers)	N/A	N/A
	Emergency preparedness and response (In-Home Child Care Providers)	N/A	N/A

	Other. (In-Home Child Care Providers)	N/A	N/A
	Describe: N/A		

d) CCDF allows Lead Agencies to exempt relative providers (grandparents, great-grandparents, siblings if living in a separate residence, aunts, and uncles) from these health and safety requirements. What are the Lead Agency's requirements for relative providers? (§98.41(A)(ii)(A))

- ☐ All relative providers are subject to the same health and safety requirements as described in 3.1.2a-c, as appropriate; there are no exceptions for relatives.
- ☒ Relative providers are NOT required to meet any health and safety requirements as described in 3.1.2a-c, as appropriate.
- ☐ Relative providers are subject to certain requirements.
- Describe the different requirements:

e) Provide a web address for the State/Territory's health and safety requirements, if available:

3.1.3 Enforcement of Licensing Requirements

Each Lead Agency is required to provide a detailed description of the State/Territory's licensing requirements and how its licensing requirements are effectively enforced. (658E(c)(2)(E), §98.40(a)(2)) The Lead Agency is also required to certify that that procedures are in effect to ensure that child care providers caring for children receiving CCDF services comply with the applicable health and safety requirements. (658E(c)(2)(G), §98.41(d))

Describe the State/Territory's policies for effective enforcement of the licensing requirements using questions 3.1.3a through 3.1.3e below. This description includes whether and how the State/Territory uses visits (announced and unannounced), background checks, and any other enforcement policies and practices for the licensing requirements.

a) Does your State/Territory include **announced** and/or **unannounced** visits in its policies as a way to effectively enforce the licensing requirements?

- ☒ Yes. If "Yes" please refer to the chart below and check all that apply.
☐ No.

CCDF Categories of Care	Frequency of Routine Announced Visits	Frequency of Routine Unannounced Visits
<input checked="" type="checkbox"/> Center-Based Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Initial Pre-license visit.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Not less than once every five years.
<input checked="" type="checkbox"/> Group Home Child Care	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Initial Pre-license visit.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Not less than once every five years.
<input checked="" type="checkbox"/> Family Child Care Home	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Initial Pre-license visit.	<input type="checkbox"/> Once a Year <input type="checkbox"/> More than Once a Year <input type="checkbox"/> Once Every Two Years <input checked="" type="checkbox"/> Other. Describe: Not less than once every five years.

<input type="checkbox"/> In-Home Child Care	<input type="checkbox"/> Once a Year	<input type="checkbox"/> Once a Year
	<input type="checkbox"/> More than Once a Year	<input type="checkbox"/> More than Once a Year
	<input type="checkbox"/> Once Every Two Years	<input type="checkbox"/> Once Every Two Years
	<input type="checkbox"/> Other.	<input type="checkbox"/> Other.
	Describe:	Describe:

b) Does your State/Territory have any of the following procedures in place for effective enforcement of the licensing requirements? If procedures differ based on the category of care, please indicate how in the "Describe" box.

☒ Yes. If "Yes" please refer to the chart below and check all that apply.

☐ No.

Licensing Procedures	Describe which procedures are used by the State/Territory for enforcement of the licensing requirements.
The State/Territory requires providers to attend or participate in training relating to opening a child care facility prior to issuing a license.	<input checked="" type="checkbox"/> Yes.
	Describe: Mandatory Licensing Orientation.
	<input type="checkbox"/> No.
	<input type="checkbox"/> Other.
	Describe:

<p>Licensing staff has procedures in place to address violations found in an inspection.</p>	<p><input checked="" type="checkbox"/> Providers are required to submit plans to correct violations cited during inspections.</p> <p><input checked="" type="checkbox"/> Licensing staff approve the plans of correction submitted by providers.</p> <p><input checked="" type="checkbox"/> Licensing staff verify correction of violation.</p> <p><input checked="" type="checkbox"/> Licensing staff provide technical assistance regarding how to comply with a regulation.</p> <p><input type="checkbox"/> No procedures in place.</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>
<p>Licensing staff has procedures in place to issue a negative sanction to a noncompliant facility.</p>	<p><input checked="" type="checkbox"/> Provisional or probationary license</p> <p><input checked="" type="checkbox"/> License revocation or non-renewal</p> <p><input checked="" type="checkbox"/> Injunctions through court</p> <p><input checked="" type="checkbox"/> Emergency or immediate closure not through court action</p> <p><input checked="" type="checkbox"/> Fines for regulatory violations</p> <p><input type="checkbox"/> No procedures in place.</p> <p><input type="checkbox"/> Other.</p> <p>Describe:</p>

<p>The State/Territory has procedures in place to respond to illegally operating child care facilities.</p>	<input checked="" type="checkbox"/> Cease and desist action <input checked="" type="checkbox"/> Injunction <input checked="" type="checkbox"/> Emergency or immediate closure not through court action <input checked="" type="checkbox"/> Fines <input type="checkbox"/> No procedures in place. <input type="checkbox"/> Other. Describe:
<p>The State/Territory has procedures in place for providers to appeal licensing enforcement actions.</p>	<input checked="" type="checkbox"/> Yes. Describe: Appeals may be filed with the Supervisor within 10 working days from the date the licensee receives the report or penalty notice. <input type="checkbox"/> No. <input type="checkbox"/> Other. Describe:

c) Describe what types of licensing violations, if any, would make a provider ineligible to participate in CCDF:

When a license is revoked or suspended as specified in Health and Safety Code Section 1596.885 This includes:

a) Violation by the licensee, registrant, or holder of a special permit of this act or of the rules and regulations promulgated under this act.

b) Aiding, abetting, or permitting the violating of any provision of this act or of the rules and regulations promulgated under this act.

c) Conduct which is inimical to the health, morals, welfare, or safety of either an individual in or receiving services from the facility or the people of this state.

d) The conviction of a licensee, or other person specified in Section 1596.871, at any time during licensure, of a crime as defined in Section 1596.871.

e) Engaging in acts of financial malfeasance concerning the operation of a facility, including, but not limited to, improper use or embezzlement of client monies and property or fraudulent appropriation for personal gain of facility monies and property, or willful or negligent failure to provide services for the care of clients.

d) Does your State/Territory use **background checks** as a way to effectively enforce the licensing requirements?

☒ Yes.

If "Yes" please use refer to the chart below to identify who is required to have background checks, what types of checks, and with what frequency. Please **also provide a brief overview** of the State/Territory's process for conducting background checks for child care. For example, describe what types of violations would make providers ineligible for CCDF, funding for background checks, and the process for providers to appeal background check findings.

Before issuing a license to any person to operate or manage a day care facility, the CDSS, CCLD, is to secure from an appropriate law enforcement agency a criminal record to determine whether the applicant or any other person as specified in statute has ever been convicted of a crime other than a minor traffic violation or arrested for any crime specified in statute or for any crime for which the CDSS, CCLD, cannot grant an exemption if the person was convicted and the person has not been exonerated.

☐ No.

CCDF Categories of Care	Types of Background Check	Frequency
-------------------------	---------------------------	-----------

<input checked="" type="checkbox"/> Center-Based Child Care Who is subject to background checks for center-based care? For example, director, teaching staff, non-teaching staff, volunteers: All staff members who are present at any time a child is there.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Other.
		Describe: Receive as person comes on registry.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Other.
		Describe: Department of Justice notifies licensing if there is any relevant activity.
	<input checked="" type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe: Receive subsequent arrest/conviction.	
	<input type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe: Check prior to evaluation visit.	

<input checked="" type="checkbox"/> Group Child Care Homes Who is subject to background checks for group homes? For example, provider, non-provider residents of the home: Anyone 18 or older who lives in the home.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Other.
		Describe: Receive as person comes on registry.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input checked="" type="checkbox"/> Checks Conducted Annually
	<input checked="" type="checkbox"/> Sex Offender Registry	<input type="checkbox"/> Other.
		Describe:
	<input checked="" type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe: Receive subsequent arrest/conviction.	
	<input checked="" type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe: Check prior to evaluation visit.	

<input checked="" type="checkbox"/> Family Child Care Homes Who is subject to background checks for family child care homes? For example, provider, non-provider residents of the home: Anyone 18 or older who lives in the home.	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Other.
		Describe: Receive as person comes on registry.
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Other.
		Describe: Department of Justice notifies licensing if there is any relevant activity.
	<input checked="" type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe: Receive subsequent arrest/conviction.	
	<input checked="" type="checkbox"/> Initial Entrance into the System	
	<input type="checkbox"/> Checks Conducted Annually	
	<input checked="" type="checkbox"/> Other.	
	Describe: Check prior to evaluation visit.	

<input type="checkbox"/> In-Home Child Care Providers	<input checked="" type="checkbox"/> Child Abuse Registry	<input checked="" type="checkbox"/> Initial Entrance into the System
Who is subject to background checks for in-home child care? For example, provider, non-provider residents of the home: In home providers who are not a grandparent, aunt, or uncle of the child are required to have trustline fingerprinting.		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input checked="" type="checkbox"/> State/Territory Criminal Background	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input checked="" type="checkbox"/> FBI Criminal Background (e.g., fingerprint)	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:
	<input checked="" type="checkbox"/> Sex Offender Registry	<input checked="" type="checkbox"/> Initial Entrance into the System
		<input type="checkbox"/> Checks Conducted Annually
		<input type="checkbox"/> Other.
		Describe:

e) If not performing visits (announced or unannounced) or background checks, describe how the State/Territory will ensure that its licensing requirements are effectively enforced per the CCDF regulations? (658E(c)(2)(E), §98.40(a)(2)):

The CCLD has developed Self-Evaluation checklists and Self-Assessment Guides. (658E(c)(2)(E), §98.40(a)(2)).

f) Does the State/Territory disseminate information to parents and the public, including the use of on-line tools or other "search tools," about child care program licensing status and compliance records?

☒ Yes.

Describe:

The public may find out the license status of Child Care Centers and Large Family Child Care Home on the CDSS, CCLD Web site. To obtain compliance records the public must contact the CDSS, CCLD directly.

☐ No.

3.1.4 Describe the State/Territory's policies for effective enforcement of the CCDF health and safety requirements. For providers who care for children receiving CCDF assistance and who are NOT subject to the enforcement procedures described above for licensed providers, please describe the health and safety enforcement measures in place. Include in this description whether and how the State/Territory uses on-site visits (announced and unannounced) and background checks and any other enforcement policies and practices for the health and safety requirements.

While the State does not do on-site visits for license exempt providers, they are investigated by Child Protective Services if there is any report of abuse, neglect or any situation that affects the safety of the child. As a result funding they may no longer qualify for reimbursement for care provided. . In home providers who are not a grandparent, aunt, or uncle of the child are required to have TrustLine fingerprinting. TrustLine fingerprinting includes state and FBI criminal background checks and also checks the child abuse and sex offender registries. If a subsequent felony is committed, the provider will lose their fingerprint clearance.

3.1.5 Does the State/Territory encourage or require child care programs to conduct developmental screening and referral for children participating in child care programs? Lead Agencies are not required to conduct developmental screenings of children, but are encouraged to work with child care providers to promote screening in the areas of physical health (including vision and hearing), mental health, oral health, and developmental disabilities..

☐ Yes.

Describe

a) If yes, are training, resources and supports offered to programs to assist them in ensuring that children receive appropriate developmental screenings?

☐ Yes.

Describe

☐ No

☐ Other.

Describe

b) If yes, are resources and supports provided to programs to help them understand how families are referred to indicated services and how to work with the health, mental health, and developmental disabilities agencies to support children when follow-up to screening is needed?

☐ Yes.

Describe

☐ No

☐ Other.

Describe

☒ No

☐ Other.

Describe

3.1.6 Data & Performance Measures on Licensing and Health and Safety

Compliance - What data elements, if any, does the State/Territory currently have access to related to licensing compliance? What, if any, performance measures does the Lead Agency use for ensuring health and safety? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) **Data on licensing and health and safety.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number of licensed programs.
Describe (optional):

☐ Numbers of programs operating that are legally exempt from licensing.
Describe (optional):

☒ Number of programs whose licenses were suspended or revoked due to non-compliance.
Describe (optional):

☒ Number of injuries and fatalities in child care as defined by the State/Territory.
Describe (optional):
[Only if the injury or fatality is reported to the Department.](#)

☒ Number of monitoring visits received by programs.
Describe (optional):

☒ Caseload of licensing staff.
Describe (optional):

☐ Number of programs revoked from CCDF due to non-compliance with health and

safety requirements.

Describe (optional):

☒ Other.

Describe:

Number of all programs revoked due to non-compliance with health and safety requirements. Data does not sort facilities that are funded by CCDF or any other funding source.

☐ None.

b) **Performance measurement.** What, if any, performance measures does the State/Territory use in its licensing system to monitor compliance with CCDF health and safety requirements?

Facility evaluations are conducted to verify compliance with Health and Safety standards. Facilities that are non-compliant with the Health and Safety standards are cited and must establish a plan of correction. Facilities that are non-compliant with serious violations or repeat a violation in the same year are subject to a civil penalty assessment.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to licensing and health and safety? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically. CDSS, CCLD is designing, developing and implementing methods for annual validation of assessment tools. Additionally, CDSS, CCLD is assessing business processes and practices to create efficiencies for the state and providers. CDSS, CCLD is exploring opportunities for additional statistical analysis and studies that may result in management information on outputs, process efficiency and change over time (outcomes).

3.1.7 Goals for the next Biennium - In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section of 3.1. What are the Lead Agency's goals for the licensing and health and safety system in the coming biennium? What progress does the State/Territory expect to make on core areas (e.g. licensing standards, monitoring visits or other effective enforcement, improved technical assistance, or fewer serious non-compliances?)

CDSS, CCLD's strategic goal is to increase the protective factors for children in child care by increasing the frequency of inspections, and by utilizing key indicator tools and increased provider technical assistance and training. Upon approval of the California Legislature and Governor, CDSS, CCLD will begin inspecting child care centers annually and Family Child Care Homes biennially. Providers will be inspected using a statistical model of regulatory key indicators of compliance and health and safety risk.

Each Licensed category of care will have multiple tools, which may be selected randomly to monitor facilities. Currently, CDSS, CCLD continues to test tools, processes and prepares for implementation sometime after January 2012. Tools are currently used for Infant, Pre School and School Age licensed providers. Additionally, the National Association of Child Care Resource and Referral Networks (NACCRRA), and the California Resource and Referral Network are utilizing the new Health and Safety Compliance Review Key Indicator Tools annually for programs serving children of deployed military families. CDSS, CCLD will continue to collect baseline data through 2013 to establish metrics and measures for future analysis. CCL plans to work with the California State University Sacramento and the National Association for Regulatory Administration (NARA) to design and develop models for the future.

3.2 Establishing Voluntary Early Learning Guidelines (Component #2)

For purposes of this section, voluntary early learning guidelines include the expectations for what children should know (content) and be able to do (skills). The term *early learning guidelines* (ELGs) refers to age-appropriate developmental learning guidelines for infants and toddlers and school-age children. These guidelines are voluntary in that States/Territory are not mandated to develop such guidelines or implement them in a specified manner.

3.2.1 Has the State/Territory developed voluntary early learning guidelines for children? Check any early learning guidelines the State/Territory has developed.

- ☒ Birth-to-three
- ☒ Three-to-five
- ☐ Five years and older
- ☐ None. **Skip to 3.2.6.**

If yes, insert web addresses, where possible:

Birth-to-three: Infant/Toddler Learning & Development Foundations, English version

<http://www.cde.ca.gov/sp/cd/re/itfoundations.asp>; Spanish version:

<http://www.cde.ca.gov/sp/cd/re/documents/itfoundationsspan.pdf>; Three-to-five:Preschool Learning Foundations, Vol. 1 & 2, <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Which State/Territory agency is the lead for the early learning guidelines?

California Department of Education

3.2.2 Do the early learning guidelines cover a range of domains across physical, cognitive, and social and emotional development? Check all that apply for each age group as applicable in the chart below. Because States vary in their domain names and which domains to include, we have used the domains identified in the Head Start Child Development and Early Learning Framework for reference purposes.

Domains	Birth-to-Three ELGs	Three-to-Five ELGs	Five and Older ELGs
Physical development and health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social and emotional development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Approaches to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Logic and reasoning (e.g., problem-solving)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Language development	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mathematics knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Creative arts expression (e.g., music, art, drama)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Social studies knowledge and skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English language development (for dual language learners)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
List any domains not covered in the above:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. Describe: Children with special needs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.2.3 To whom are the early learning guidelines disseminated and in what manner?

Check all audiences and methods that your State/Territory has chosen to use in the chart below.

	Information Dissemination	Voluntary Training	Mandatory Training
Parents in the child care subsidy system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents using child care more broadly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Practitioners in child care centers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providers in family child care homes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in Early Head Start	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in public Pre-K program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Practitioners in elementary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other. List: College instructors, professional development trainers, and R&R agencies.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

3.2.4 Are voluntary early learning guidelines incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its early learning guidelines into other parts of the child care system.

- ☒ To define the content of training required to meet licensing requirements
- ☒ To define the content of training required for program quality improvement standards (e.g., QRIS standards)
- ☒ To define the content of training required for the career lattice or professional credential
- ☒ To require programs in licensing standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To require programs in quality improvement standards to develop curriculum/learning activities based on the voluntary ELGs
- ☐ To develop State-/Territory -approved curricula
- ☐ Other.

- ☐ None.

3.2.5 Are voluntary early learning guidelines aligned with into other parts of the child care system? Check the standards, if any, with which the State/Territory aligns its early learning guidelines.

- ☒ Cross-walked to align with Head Start Outcomes Framework
- ☒ Cross-walked to align with K-12 content standards
- ☒ Cross-walked to align with State/Territory pre-k standards
- ☐ Cross-walked with accreditation standards

☒ Other.

List:

Align with:

Infant/Toddler Learning & Development Program Guidelines

<http://www.cde.ca.gov/sp/cd/re/itframework.asp>

Guidelines for Early Learning in Child Care Home Settings

<http://www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf>

Preschool Curriculum Frameworks, Vol. 1

<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkv1.pdf>

Preschool English Learners Principles and Practices to

Promote Language, Literacy, and Learning

English: <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>

Spanish: <http://www.cde.ca.gov/sp/cd/re/documents/pelspanish.pdf>

☐ None.

3.2.6 Describe how your State/Territory uses ongoing assessments and measures of school readiness assessment using the following series of questions. In this section, assessment is framed with two distinct purposes/tools - 1) ongoing assessment of children's progress within the classroom to improve and individualize instruction (this corresponds to 3.2.6a) and 2) assessments conducted at kindergarten entry to inform policymakers about the school readiness of children across the State on a broad range of domains, used to guide program initiatives (this corresponds to 3.2.6b).

In the description for each Yes response, please include a) who administers, and b) how often assessments are conducted, and c) what assessment tools are used.

a) Are programs required to conduct ongoing assessments of children's progress of children using valid, reliable and age-appropriate tools aligned with the early learning guidelines or other child standards?

☒ Yes.

Describe:

Children served in programs funded by the CDE are assessed within the first 60 days of enrollment into a child development program. Ongoing assessments are conducted and formalized every six months during the time the child is enrolled in the program. This assessment is an observational assessment conducted by the child's teacher and is a reliable and age-appropriate assessment based on California's early learning guidelines and standards.

b-1) If yes, are programs encouraged to use information from ongoing assessments to improve practice and individual children's needs?

☒ Yes.

Describe:

The assessments are used to inform curriculum planning, to meet the individual needs of children, and for ongoing program improvement.

☐ No

☐ Other.
Describe:

b-2) If yes, is information on child's progress reported to parents?

☒ Yes.

Describe:

Formal conferences are offered to parents after the first assessment of their child is completed. The parent conference is held with the classroom teacher and includes a written document that informs parent of the child strengths and the plans to help the child progress.

☐ No

☐ Other.
Describe:

☐ No

☐ Other.
Describe:

b) Does the State/Territory use tools that are valid, reliable and age-appropriate to track the readiness of children as they enter kindergarten?

☒ Yes.

Describe:

The CDE/CDD has expanded the Desired Results assessment site to include a DRDP-SR assessment. This assessment is a reliable and age-appropriate assessment that also aligns with the K-12 standards.

c-1) If yes, do the tools cover the developmental domains identified in 3.2.2?

☒ Yes.

Describe:

The developmental domains assessed in the DRDP-SR instrument include mathematics, language and literacy, English language development, self and social development, self-regulation, and approaches to learning.

☐ No

☐ Other.
Describe:

c-2) If yes, are the tools used on all children or samples of children?

☐ All children.

Describe:

Currently, the DRDP-SR assessment is used on a sampling of children.

☒ Samples of children.

Describe:

These include children of a variety of ethnic and socio-economic levels. It includes children whose home language is not English. It includes children from geographically diverse areas of California.

☐ Other.

Describe:

c-3) If yes, is the information from the school readiness measures used to target program quality improvement activities?

☒ Yes.

Describe:

The DRDP-SR instrument is one assessment available to school districts as they measure school readiness and plan quality improvement activities. Currently, the use of the DRDP-SR assessment is voluntary.

☐ No

☐ Other.

Describe:

☐ No

☐ Other.

Describe:

c) Is school readiness information linked to the statewide longitudinal data system (SLDS, program of the Department of Education)?

☐ Yes.

Describe:

☒ No

☐ Not applicable. State does not have an SLDS.

3.2.7 Data & Performance Measures on Voluntary Early Learning Guidelines (Click for additional instructions)

a) **Data on voluntary early learning guidelines.** Indicate if the Lead Agency or another agency has access to data on:

☒ Number/percentage of child care providers trained on ELG's for preschool aged children.

Describe (optional):

Historically there has been no requirement for agencies to collect or submit data. However, there has been data collection at the local level. Beginning in state fiscal year 2011 contractors who provide training using quality funds are collecting participation data utilizing a standardized form. Agencies will submit completed forms to a central location where the data will be compiled and analyzed. Many of the CDE Quality Improvement contractors provide training using the ELG's. The contractors who specifically provide training in the Preschool ELG's is the California Preschool Instructional Network and the Desired Results Training and Technical Assistance team. The California model tends to be a train-the-trainers and then sends them back to their local agencies to provide training to their staff members and students.

☒ Number/percentage of child care providers trained on ELG's for infants and toddlers.

Describe (optional):

Historically there has been no requirement for agencies to collect or submit data. However, there has been data collection at the local level. Beginning in state fiscal year 2011 contractors who provide training using quality funds are collecting participation data utilizing a standardized form. Agencies will submit completed forms to a central location where the data will be compiled and analyzed. The California Infant-Toddler ELG's were first released in 2006. This, along with the 20 plus years of the Program for Infant-Toddler Caregiving (PITC), provides a comprehensive training model for agencies/persons providing care for infants and toddlers. This includes on-site coaching and training for staff throughout the state.

☒ Number of programs using ELG's in planning for their work.

Describe (optional):

Historically there has been no requirement for agencies to collect or submit data. Every agency providing subsidized child care in California has access to the ELG's along with community college and university programs. CDE does not prescribe how agencies should use the ELG's instead we provide access, training and support. Desired Results Training provides guidance on how to use the ELDs for curriculum planning.

☒ Number of parents trained on or served in family support programs that use ELG's.

Describe (optional):

Currently there is no process to determine the parents trained on or served in family support programs that use ELG's. Parent education materials on the state's EL foundations will be developed.

☐ Other.
Describe:

☐ None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures related to dissemination and implementation of the early learning guidelines?

None

c) **Evaluation.** What are the State/Territory's plans, if any, for evaluation related to early learning guidelines? Evaluation can include efforts related to monitoring implementation of an initiative validation of standards or program assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Through a careful system of research and development, the CDE continues the ongoing development and refinement of the early learning guidelines. At this time, the guidelines are used by agencies to support staff in their understanding of children, to assist in the planning of curriculum, and to support continuous program quality improvement at an agency level.

3.2.8 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). What are the Lead Agency's goals for using voluntary early learning guidelines in the coming biennium? What progress does the Lead Agency expect to make related to early learning guidelines?

California's early learning guidelines and its foundations are at the heart of the state's early learning and development system. During the biennium, the infant-toddler and preschool foundations will be used to inform their companion curriculum frameworks, our Desired Results child assessment system, and our professional development system. Our goals are to:

1. Complete the companion curriculum frameworks for the Infant/toddler foundations and volumes two and three of the preschool foundations, implement training on them through the states professional development providers, and develop corresponding faculty instructional guides
2. Fully align the Desired Results assessment instrument to volumes two and three of the Preschool Learning Foundations
3. Develop parent education material on the state's early learning foundations
4. Develop a tracking system of ECE practitioners trained on the foundations
5. Develop a Desired Results school readiness assessment tool to be available for school use

3.3 Creating Pathways to Excellence for Child Care Programs through Program Quality Improvement Activities (Component #3) (Click for additional instructions)

a) Describe which entities are involved in planning and administering the program quality improvement activities in 3.3, including State/Territory entities and local or community level entities.

Sixty-nine different stakeholder organizations from across the state contributed their input regarding the priorities and implementation of quality improvement activities. These groups include representation from care provider groups, advocacy organizations, and professional development associations. It included stakeholders representing diverse cultural, ability, geographic, and parent perspectives.

Quality improvement activities performed by the following:

CCDF Lead Agency - California Department of Education

- Coordinate and approve quality improvement activities

Social Services Departments

- Oversee the licensing of child care centers, family child care homes, and large family child care homes
- Fingerprint clearances

Child Care Resource and Referral Agencies

- Resource services for families and for child care providers
- Provide various trainings
- Child Care Initiative Project recruits and trains persons to become licensed child care providers
- Administer TrustLine applicant reimbursement

Community-based organizations

- Provide training and stipends for school-age programs

California Child Care Resource and Referral Network

- Oversee Child Care Initiative Project
- Part of the TrustLine fingerprint clearance process

California Student Aid Commission

- Assists in the administration of college loans and grants for early childhood education students

County Offices of Education

- California Preschool Instructional Network – training child care providers in preschool foundations and frameworks
- Community College sites for Programs for Infant Toddler Care
- English Language Learners support

Local Child Care Development Planning Councils

- Located at county offices of education or with county board of supervisors
- Conduct an assessment of child care needs in the county no less than once every five years.
- Prepare local comprehensive countywide child care plans designed to mobilize public and private resources to address identified needs.
- Identify local funding priority areas for child care services
- Conduct local forums to encourage public input in the development of local priorities.
- Foster local partnerships with subsidized and non-subsidized providers
- Administer AB 212 - child care retention program

Community Colleges and State Universities

- Administer
 - California Early Childhood Mentor Program
 - Child Development Training Consortium - reimbursement for students advancing in their child development permits
 - Faculty Initiative Project - a collaborative project between colleges to allow for transferability of credits

- Family Child Care at Its Best - training for family child care providers
- Psychometrics for the Desired Results Assessment
- **WestEd, a joint powers agency**
- Program for Infant Toddler Care (PITC)
- PITC Inclusion of Infants and Toddlers with Disabilities
- California Early Learning Foundations and Frameworks for Infants/Toddlers and Preschool age children
- Development of the Desired Results Developmental Profile assessment and Desired Results field training
- Inclusion and Behavior Consultation Network
- Collaborative on the CSEFEL

3.3.1 Element 1 - Program Standards

Definition - For purposes of this section, program standards refers to the expectations for quality, or quality indicators, which identify different levels of and pathways to improved quality. Minimum licensing standards and health and safety requirements provided in section 3.1 are also program standards but in this section, we focus on those standards that build upon and go beyond those minimum requirements.

a) Does your State/Territory's have quality improvement standards that include indicators covering the following areas beyond what is required for licensing? Check any indicators, if any, that your State/Territory has chosen to establish.

- ☒ Ratios and group size
- ☒ Health, nutrition and safety
- ☒ Learning environment and curriculum
- ☒ Staff/Provider qualifications and professional development
- ☐ Teacher/providers-child relationships
- ☐ Teacher/provider instructional practices
- ☒ Family partnerships and family strengthening
- ☐ Community relationships
- ☒ Administration and management
- ☐ Developmental screenings
- ☒ Child assessment for the purposes of individualizing instruction and/or targeting program improvement
- ☐ Cultural competence
- ☒ Other.

Describe:

Direct service child care providers who contract with the CDE to provide subsidized child care for low-income families must maintain quality standards that exceed the California licensing standards. These include staff to child ratios, curriculum and instruction, staff qualifications and professional development, family partnerships, child assessment for the purpose of individualized instruction. Quality of care is evaluated using the appropriate Environment Rating Scale.

☐ None. If checked, **skip to 3.3.2.**

b) Does your State/Territory have quality improvement standards with provisions about the care of any of these groups of children? Check any provisions your State/Territory has chosen to establish.

- ☒ Children with special needs as defined by your State/Territory
- ☒ Infants and toddlers
- ☐ School-age children
- ☒ Children who are dual language learners
- ☐ None

c) How do your State/Territory's quality standards link to State/Territory licensing requirements? Check any links between your State/Territory's quality standards and licensing requirements.

- ☒ Licensing is a pre-requisite for participation
- ☐ Licensing is the first tier of the quality levels
- ☐ State/Territory license is a "rated" license.
- ☐ Other.

Describe:

☐ Not linked.

d) Do your State/Territory's quality improvement standards align with or have reciprocity with any of the following standards? Check any alignment, if any, between your State/Territory's quality standards and other standards.

- ☒ Programs that meet State/Territory pre-k standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between pre-k and the quality improvement system)
- ☒ Programs that meet Federal Head Start Performance Standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or there is a reciprocal agreement between Head Start and the quality improvement system)
- ☒ Programs that meet national accreditation standards are able to meet all or part of the quality improvement standards (e.g., content of the standards is the same, or an alternative pathway to meeting the standards)

☐ Other.

Describe:

California does not currently have a statewide quality rating improvement system. There are a number of pilot projects throughout the state that use the standards noted above.

☐ None.

3.3.2 Element 2 - Supports to Programs to Improve Quality

Definition - For purposes of this section, supports to programs to improve quality refers to such activities as technical assistance and consultation services for programs to assist in meeting child care quality improvement standards.

a) Check which types of and for what purposes the State/Territory uses supports to child care programs, if any, in the following chart. If none, **skip to 3.3.3.**

☐ None. **skip to 3.3.3.**

Types and Purposes of Support	Information or Written Materials	Training	On-Site Consultation
<input checked="" type="checkbox"/> Attaining and maintaining licensing compliance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining quality improvement standards beyond licensing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Attaining and maintaining accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> Providing targeted technical assistance in specialized content areas:			
Health and safety	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Infant/toddler care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School-age care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Inclusion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching dual language learners	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business management practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other. Describe:			
Contractors receive onsite training.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

b) Methods used to customize quality improvement supports to the needs of individual programs include:

- ☒ Program improvement plans
 - ☒ Technical assistance on the use of program assessment tools
 - ☒ Other.
- Describe:

Technical assistance is available to agencies throughout the state through trainings offered by California Inclusion and Behavior Consultation Network (CIBC), Child Care Initiative Project, CPIN, Family Child Care at its Best, and PITC. Agencies that contract with CDE also receive focused technical support from their Child Development Field Services Consultant.

c) Is technical assistance linked to entering the QRIS or targeted to help programs forward on QRIS?

☐ Yes.
Describe:

☒ No
☐ Other.
Describe:

3.3.3 Element 3 - Financial Incentives and Supports

Definition - For purposes of this section, financial incentives refers to the types of monetary supports offered to programs in meeting and sustaining licensing and QRIS or other child care quality improvement standards for programs.

a) Identify which types of financial incentives are offered and to which providers in the following chart. Check which incentives and supports, if any, the State/Territory chooses to offer. If none, **skip to 3.3.4.**

☐ None. **skip to 3.3.4.**

Types of Financial Incentives and Supports for Programs	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Grants to programs to meet or maintain licensing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Grants to programs to meet QRIS or similar quality level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> One-time awards or bonuses on completion of quality standard attainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tiered reimbursement tied to quality for children receiving subsidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> On-going, periodic grants or stipends tied to maintaining quality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tax credits tied to meeting program quality standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3.4 - Element 4 - Quality Assurance and Monitoring

Definition - For purposes of this section, quality assurance and monitoring refers to the ways that the State/Territory measures program quality for the purposes of its QRIS or other quality improvement system and the methods for measuring that the child care quality improvement standards for programs are met initially and maintained over time.

a) What tools, if any, does the State/Territory use to measure and monitor the quality of programs? Check all that apply and briefly describe using the chart below, including which programs are required to participate and the frequency of assessments. **If none, skip to 3.3.5.**

☐ None. **skip to 3.3.5.**

Types of Program Quality Assessment Tools	Child Care Centers	Child Care Homes	License-Exempt Providers
<input checked="" type="checkbox"/> Environment Rating Scales (e.g., ECERS, ITERS, SACERS, FDCRS) Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> For programs that contract with the CDD, yearly environment rating assessments are done for each funded classroom. These are either conducted as self studies or by outside assessors. On a periodic basis, the CDD field consultants conduct abbreviated assessments of a representative sampling of classrooms during Contract Reviews. Child care homes that are part of networks are also assessed. </div>	<input checked="" type="checkbox"/> Infant/Toddler <input checked="" type="checkbox"/> Preschool <input checked="" type="checkbox"/> School-Age	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Classroom Assessment Scoring System (CLASS) Describe, including frequency of assessments. <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>	<input type="checkbox"/>	N/A	<input type="checkbox"/>
<input type="checkbox"/> Program Administration Scale (PAS) for child care centers or Business Administration Scale (BAS) for family child care homes Describe, including frequency of assessments. <div style="border: 1px solid black; height: 20px; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input checked="" type="checkbox"/> Customized instrument, including submission of written documentation, developed for State/Territory quality improvement system. This may include instruments developed for quality improvements in 21st Century Learning Center programs Describe, including frequency of assessments. <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Programs that contract with the CDD conduct yearly self-studies of their entire program. These studies are summarized and submitted to their assigned field services consultant each June. Included in the Program Self Evaluation is information regarding the Environment Rating Scale assessments and plans for improvement, summary data regarding children assessments, and how the agency plans for ongoing improvement. It also includes verification of the employment of qualified teaching staff. Included in the program Self Evaluation is information regarding any Family Child Care Education Networks administered by the host agency. </div>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other. Describe: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) What steps, if any, has the State/Territory taken to align quality assurance and monitoring across funding streams and sectors in order to minimize duplication?

- ☐ Have a mechanism to track different quality assessments/monitoring activities to avoid duplication
- ☐ Include QRIS or other quality reviews as part of licensing enforcement
- ☐ Have compliance monitoring in one sector (e.g., Head Start/Early Head Start, State/Territory pre-k) serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☐ Have monitoring for meeting accreditation standards serve as validation for compliance with quality improvement system (e.g., QRIS) without further review
- ☒ Other.
Describe:

The Department of Social Services, Community Care Licensing analysts provide the Child Development Field Services Consultants copies of their findings when they do on-site visits to agencies that contract with the CDE. When necessary, coordinated follow-up is implemented to provide support to the agencies and improve the quality of care for children.

☐ None.

3.3.5 - Element 5 - Outreach and Consumer Education

Definition - For purposes of this section, outreach and consumer education refers to the strategies used to promote the child care quality improvement standards to parents, programs and the general public.

a) Does the State/Territory use symbols or simple icons to communicate levels of quality for child care programs beyond what may communicated to parents about licensing status and licensing compliance as reported in 3.1.3? (e.g. stars, or gold/silver/bronze levels).

☒ Yes. If yes, how is it used?



Resource and referral/consumer education services use with parents seeking care



Parents enrolling in child care subsidy are educated about the system and the quality level of the provider that they are selecting



Searchable database on the web



Voluntarily, visibly posted in programs



Mandatory to post visibly in programs



Used in marketing and public awareness campaigns



Other.

Describe:

Utilized by some counties but not statewide. Some strategies used to promote child care quality improvement standards include radio/television advertisements, banners on buses, Spanish and English information publications, and brochures and pamphlets in multiple languages.



No. If no, **skip to 3.3.6.**

b) Does the State/Territory use any forms of media to reach parents and the public to communicate about levels of quality for child care programs? Check which forms, if any, the State/Territory uses to communicate levels of quality for child care programs.



Print

☐

Radio

☐

Television

☒

Web

☒

Telephone

☐

Social Marketing

☒

Other.

Describe:

Although California does not have a statewide quality rating system for child care programs, information is available regarding selecting quality care. R&R agencies are regionally located throughout the state. They provide outreach to families and the public through culturally and linguistically appropriate services. Materials are translated into the predominate languages of the various service areas.

☐

None.

c) Describe any targeted outreach for culturally and linguistically diverse families.

CDE-contracted agencies employ staff that reflect the cultures of the communities they serve. The CDE provides translated versions of key documents used by its contractors as they establish the eligibility and need of families for services. Services and trainings that are provided by R&R agencies are conducted by staff who are linguistically and culturally representative of the families and providers in their service area. Some outreach strategies used include radio/television advertisements, banners on buses, Spanish and English information publications, and brochures and pamphlets in multiple languages.

3.3.6. Quality Rating and Improvement System (QRIS)

a) **Based on the five key elements of a QRIS described above in 3.3.1 through 3.3.5,** does your State/Territory have a quality rating and improvement system (QRIS) or similar quality improvement system in place?

☐

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating State/Territory-wide.

☐

Participation is voluntary for:

☐

Participation is mandatory for:

☐

Yes, the State/Territory has a QRIS or similar quality improvement system that includes linked activities in all five elements operating as a pilot or in a few localities but not State/Territory-wide.

☒

No, the State/Territory does not have a QRIS or similar quality improvement system that includes linked activities in all five elements.

☒

State/Territory is in the development phase

☐

State/Territory has no plans for development

☐

Other.

Describe:

b) If yes to 3.3.6a, **CHECK** the types of providers eligible to participate in the QRIS:

☐

Child care centers

☐

Group child care homes

☐

Family child care homes

☐

In-home child care

☐

License exempt providers

☐

Early Head Start programs

☐

Head Start programs

☐

Pre-kindergarten programs

☐

School-age programs

☐

Other.

Describe:

3.3.7. If the State/Territory has or will have any quality improvement strategies for targeted groups of providers (e.g., relative caregivers or caregivers who are legally exempt from licensing) that are not described in your responses to any question in section 3.3 above,

please describe:

California quality improvement strategies target a variety of provider groups. These include training and/or fingerprint clearance for exempt child care providers including friends, family and neighbors. Some programs are specifically designed to support licensed family child care providers, both in meeting the requirements to become licensed and to retain licensing. These services include training in appropriate care and reimbursement for expenses that may create roadblocks for new providers. Strategies have been developed to provide financial and technical support to students attending colleges and universities as they complete the academic requirements to obtain a Child Development Permit and to advance along the permit matrix. Training, on multiple levels, is available to improve the quality of care for infants and toddlers. Training is offered for staff who work in school-age care programs.

3.3.8 Data & Performance Measures on Program Quality (Click for additional instructions)

a) Data on program quality. Indicate if the Lead Agency or another agency has access to data on:

☒

Data on the quality level for individual programs (e.g. QRIS level) as defined by your State/Territory.

Describe:

Each of the more than 750 agencies, who contract with the CDD to provide subsidized child care services, does an Environment Rating Scale (ERS) assessment on each classroom serving subsidized children every year. These scores are aggregated by the site and the agency and a summary report is submitted to the CDE as a part of the Annual Program Self Evaluation along with plans on how to improve the quality of the learning environment.

No data is collected on individual program quality.



Number of programs that move program quality levels annually (up or down).

Describe:

Each of the more than 750 contracted agencies is required to create a self improvement plan for every classroom that does not obtain at least an overall rating of 5 in each content area. This plan is to be implemented during the program year and the following year. The status of the plan is reported in the Annual Program Self Evaluation.

Data is collected regarding programs and classrooms moving up on down in quality levels.



Program scores on program assessment instruments.

List instruments:

Early Childhood Environment Rating Scale, Revised (ECERS-R)
Infant-Toddler Environment Rating Scale, Revised (ITERS-R)
Family Day Care Rating Scale (FDCRS)
School-Age Care Environment Rating Scale (SACERS)

Describe:

Nationally recognized assessment instruments are done yearly in each CDD-contracted classroom.



Classroom scores on program assessment instruments.

List instruments:

Early Childhood Environment Rating Scale, Revised (ECERS-R)
Infant-Toddler Environment Rating Scale, Revised (ITERS-R)
Family Day Care Rating Scale (FDCRS)
School-Age Care Environment Rating Scale (SACERS)

Describe:

Nationally recognized assessment instruments are done yearly in each CDD-contracted classroom.



Qualifications for teachers or caregivers within each program.

Describe:

Department of Social Services, Community Care Licensing Division, monitors licensed programs to ensure programs meet the following staffing qualifications:

For non-contracted center programs:

Teacher must have 12 units in Early Childhood Education or Child Development; or Child Development Associate (CDA) Credential; or higher.

Aide must be fingerprinted and 18 years old.

In addition to other required training. At least one director or teacher at each day care center shall have at least fifteen hours of training on preventive health practices. The training shall include pediatric cardiopulmonary resuscitation, pediatric first aid, recognition, management and prevention of infectious diseases, including immunizations, and prevention of childhood injuries. The training may include training on sanitary food handling, child nutrition, emergency preparedness and evacuation, caring for children with special needs, and identification and reporting of signs and symptoms of child abuse. A person with a valid, current pediatric cardiopulmonary resuscitation documentation, pediatric first aid documentation, and certification of completion of a course or courses in preventive health practices must be available at centers at all times. (Health and Safety code Section 1596.866)

For licensed family child care home providers

Owner/operator must be fingerprinted and complete fifteen hours of training on preventive health practices. The training shall include pediatric cardiopulmonary resuscitation, pediatric first aid, recognition, management and prevention of infectious diseases, including immunizations, and prevention of childhood injuries. The training may include training on sanitary food handling, child nutrition, emergency preparedness and evacuation, caring for children with special needs, and identification and reporting of signs and symptoms of child abuse. For large family child care homes (aka group homes), at least one person who has a current certificate in pediatric first aid and pediatric cardiopulmonary resuscitation shall be available at all times when children are present at the facility, or when children are off-site of the facility for facility activities. (Health and Safety code Section 1596.866)

Department of Education, Child Development Division, monitors its contracted programs to ensure contracted programs meet the following staffing qualifications:

For contracted center programs:

Teacher must have a Child Development Teacher Permit or higher. *To qualify for the permit: 24 units of Early Childhood Education or Child Development (ECE/CD) + 16 GE units or AA or higher in ECE/CD + 3 units supervised field experience in an ECE setting.*

Associate Teacher must have a Child Development Associate Teacher Permit. *To qualify for the permit: 12 units in ECE/CD or a Child Development Associate (CDA) Credential*

Assistant Teacher must have a Child Development Assistant Permit. *To qualify for the permit: 6 units of ECE/CDor accredited HERO program*

For license-exempt providers must complete a Health and Safety Self-Certification and, if a non-relative, be fingerprinted.

All permit and credential holders are required to be fingerprinted. Fingerprint criminal record clearance includes state Department of Justice, child abuse index, and FBI clearances.

In addition to other required training. At least one director or teacher at each day care center shall have at least fifteen hours of training on preventive health practices. The training shall include pediatric cardiopulmonary resuscitation, pediatric first aid, recognition, management and prevention of infectious diseases, including immunizations, and prevention of childhood injuries. The training may include training on sanitary food handling, child nutrition, emergency preparedness and evacuation, caring for children with special needs, and identification and reporting of signs and symptoms of child abuse. A person with a valid, current pediatric cardiopulmonary resuscitation documentation, pediatric first aid documentation, and certification of completion of a course or courses in preventive health practices must be available at centers at all times. (Health and Safety code Section 1596.866)



Number/Percentage of children receiving CCDF assistance in licensed care.

Describe:

In 2009-10, 489,248 children received assistance through CCDF funding. Of that number more than 306,000 received care in licensed child care.



Number/percentage of children receiving CCDF assistance who attend care at each of the tiers of the quality as defined by the State/Territory



Number/Percentage of programs receiving financial assistance to meet higher program standards.

Describe:



Other.

Describe:



None.

b) **Performance measurement.** What, if any, are the Lead Agency's performance measures on program quality?

Agencies that contract with the CDE provide an annual program self evaluation. In this evaluation, they summarize data collected via an Environment Rating Scale of each of their classrooms, verification of the permitted teaching staff (by name and permit number) in each classroom, a summary report of the findings of the Desired Results Developmental Profile assessments of all of the children in care, and other criteria that align with K–12 standards. Action plans for continuous quality improvement are submitted by the agency based on the results of their findings.

c) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to program quality? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

Agencies that contract with the CDE receive periodic reviews by CDE staff. This includes Environment Rating Scale reviews in classrooms, reviews of Desired Results Developmental Profile assessment procedures, verification of staff qualifications, eligibility reviews, and other criteria as aligned with K-12 standards.

3.3.9 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub -section in 3.3. What are the State/Territory's goals for the program quality improvement system in the coming biennium? What progress does the State/Territory expect to make across the five key elements for quality improvement systems?

California will work strategically to improve the five elements of quality by:

- 1.Supporting the work of the state Department of Social Services to improve licensing standards
- 2.Continuing its professional development efforts to improve quality
- 3.Providing grants to meet licensing requirements, as funding is available
- 4.Exploring the use of the Classroom Assessment Scoring System (CLASS), the Program Administration Scale (PAS), and the Business Administration Scale (BAS) to improve program quality

3.4 Pathways to Excellence for the Workforce - Professional Development Systems and Workforce Initiatives (Component #4)

Pathways to excellence for the workforce builds on the significant investments States and Territories have made in the area of professional development systems to ensure a well-qualified workforce with opportunities for growth from entry level through master teacher, with an increasing emphasis on the many additional roles in the child care system (e.g. adult educators such as consultants, technical assistance providers, trainers, and higher education faculty). In this section, States and Territories provide a self-assessment on current professional development and workforce activities and describe their goals for the upcoming Biennium.

For purposes of this section, States and Territories will respond according to five key elements for workforce systems:

- 1) Core Knowledge and Competencies
- 2) Career Pathways (or Career Lattice)
- 3) Professional Development Capacity
- 4) Access to Professional Development
- 5) Compensation, Benefits and Workforce Conditions

a) Describe which entities are involved in planning and administering the activities in Section 3.4, including State/Territory entities and local or community level entities.

Sixty-nine stakeholders from around the state were invited to participate in the Quality Improvement Plan. They were invited to complete a survey and to meet with CDE/CDD staff to discuss the FY 11–13 State Plan. Stakeholders included state agencies, professional organizations and associations, educators from institutions of higher education, K–12 school administrators and boards, early care and education advocacy groups, special education, tribal collaboration workgroups, private foundations, as well as representatives from parent teacher associations and parent advocacy initiatives. In addition, representatives from the programs funded by the Quality Improvement Office were on-hand to answer questions and provide information to the stakeholders about the scope of work currently funded.

Following is more specific information on agencies that participated in planning and administering activities:

CCDF Lead Agency - California Department of Education

- Coordinate and approve quality improvement professional development work

Child Care Resource and Referral Agencies

- Resource services for families and for child care providers
- Provide various trainings
- Child Care Initiative Project
- Recruit and train persons to become licensed child care providers
- Administer TrustLine applicant reimbursement

Community-based organizations

- Provide training and stipends for school-age programs

Child Care Resource and Referral Network

- Oversee Child Care Initiative Project
- Resource and Referral Program Training
- Part of the TrustLine fingerprint clearance process

California Student Aid Commission

- State agency that assists in the administration of college loans and grants for early childhood education students

County Office of Education

- California Preschool Instructional Network – training child care providers in preschool foundations and frameworks
- English Language Learners support

Local Child Care Planning Councils

- Located at county offices of education
- Conduct an assessment of child care needs in the county no less than once every five years.
- Prepare local comprehensive countywide child care plans designed to mobilize public and private resources to address identified needs.
- Identify local funding priority areas for child care services
- Conduct local forums to encourage public input in the development of local priorities.
- Foster local partnerships with subsidized and non-subsidized providers

Community Colleges and State Universities

- Administer
 - California Early Childhood Mentor Program
 - Demonstrations sites for Programs for Infant Toddler Care
 - Child Development Training Consortium
 - Early Childhood Education Competencies Integration Project
 - Curriculum Alignment Project
 - AB 212 - child care retention program
 - grants administered through Student Aid Commission
 - Faculty Initiative Project
 - Family Child Care at Its Best

WestEd, a joint powers agency

- Program for Infant Toddler Care (PITC)
- PITC Inclusion of Infants and Toddlers with Disabilities
- Training on California Early Learning Development Foundations and Frameworks for Infants/Toddlers
- Desired Results Developmental Profile assessment and Desired Results field training
- Inclusion and Behavior Consultation Network
- Collaborative on the CSEFEL

Commission on Teacher Credentialing

- Review and approve child development permits, credentials, and renewals

3.4.1 Workforce Element 1 - Core Knowledge and Competencies

Definition - For purposes of this section, core knowledge and competencies (CKCs) refers to the expectations for what the workforce should know (content) and be able to do (skills) in their role working with and/or on behalf of children and their families. These CKCs provide a foundation for professional development design (including instructional practices) and other quality improvement efforts.

a) Has the State/Territory developed core knowledge and competencies (CKCs) for practitioners working with and/or on behalf of children?

☒ Yes

☐ No, the State/Territory has not developed core knowledge and competencies. **Skip to question 3.4.2.**

☐ Other.
Describe:

b) Check which of the following teaching and learning topics, if any, are covered in the CKCs.

- ☒ Child growth, development and learning
 - ☒ Health, nutrition, and safety
 - ☒ Learning environment and curriculum
 - ☒ Interactions with children
 - ☒ Family and community relationships
 - ☒ Professionalism and leadership
 - ☒ Observation and assessment
 - ☒ Program planning and management
 - ☒ Diversity
 - ☒ Other.
- Describe:

Culture, Diversity and Equity; Dual Language Development; Special Needs and inclusion; Leadership in ECE.

☐ None.

c) Are the CKCs incorporated into other parts of the child care system? Check which ways, if any, the State/Territory incorporates its CKCs into other parts of the child care system.

- ☒ To define the content of training required to meet licensing requirements
 - ☒ To define the content of training required for program quality improvement standards (as reported in section 3.3)
 - ☒ To define the content of training required for the career lattice or credential
 - ☒ To correspond to the early learning guidelines
 - ☒ To define curriculum and degree requirements at institutions of higher education
 - ☒ Other.
- Describe:

Cross-walked with national teacher standards.

☐ None.

d) Are the CKCs aligned with other State/Territory or national standards? Check which ways, if any, the State/Territory aligns its CKCs with other standards.

- ☐ Cross-walked with the Child Development Associate (CDA) competencies
- ☐ Cross-walked with national teacher preparation standards (e.g., NAEYC standards for early childhood professional preparation, National Board of Professional Teaching Standards, Head Start SOLAR staff skills indicators)
- ☐ Cross-walked with apprenticeship competencies
- ☒ Other.

Describe:

The ECE competencies were designed to align with the CDE's early learning foundations, curriculum frameworks, Desired Results resources including the Desired Results Developmental Profile (DRDP) and Desired Results for Children and Families – Parent Survey, the Early Childhood Environment Rating Scale – Revised (ECERS-R), the Infant/Toddler Environment Rating Scale – Revised (ITERS-R), and the Family Child Care Environment Rating Scale – Revised (FCCERS-R), California's K–12 professional teaching standards (California Commission on Teacher Credentialing 2009), the National Association for the Education of Young Children (NAEYC) accreditation standards (NAEYC 2007), the California Infant-Family and Early Childhood Mental Health Training Guidelines, the Early Start Personnel Project materials, and the NAEYC code of ethics (2005).

☐ None.

e) Check for which roles, if any, the State/Territory developed supplemental or specialized competencies.

- ☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

- ☐ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

- ☐ Administrators in centers (including educational coordinators, directors).

Describe:

- ☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

☐ Other.

Describe:

☒ None.

f) Check if the State/Territory has developed any supplemental or specialized competencies for practitioners/providers working with the following ages.

☐ Birth-to-three

☐ Three-to-five

☐ Five and older

☐ Other.

Describe:

☒ None.

3.4.2 Workforce Element 2 - Career Pathways

Definition - For purposes of this section, career pathways (or career lattice) defines the options and sequence of qualifications and ongoing professional development to work with children. Career pathways assist professionals in understanding their career options and identify steps for advancement for the workforce recognizing and rewarding higher levels of preparation and mastery of practice to promote higher quality services for children.

a) Does the State/Territory have a career pathway which defines the sequence of qualifications related to professional development (education, training and technical assistance) and experience required to work with children?

☒ Yes.

Describe:

California has a career ladder described in the Child Development Permit Matrix (permits issued by California Commission on Teacher Credentialing), the career ladder will be revised to integrate recently completed Early Childhood Educator Competencies.

☐ No, the State/Territory has not developed a career pathway. **Skip to question 3.4.3.**

[Child Development Permit Matrix from the California Commission on Teacher Credentialing.](http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf)
<http://www.ctc.ca.gov/credentials/leaflets/cl797.pdf>

b) Check for which roles, if any, the career pathway (or lattice) include qualifications, specializations or credentials.

☒ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.

Describe:

Specializations include at least six units in: infant and toddler care, bilingual and bicultural development, children with exceptional needs, preschool programming, parent/teacher relations, child health, and specific areas of developmentally appropriate curriculum.

☐ Providers working directly with children in family child care homes, including aides and assistants.

Describe:

☒ Administrators in centers (including educational coordinators, directors).

Describe:

[Site supervisors and program directors.](#)

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).

Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).

Describe:

☐ Other.
Describe:

☐ None.

c) Does the career pathway (or lattice) include specializations or credentials, if any, for working with any of the following children?

- ☒ Infants and toddlers
- ☐ Preschoolers
- ☒ School-age children
- ☒ Dual language learners
- ☒ Children with disabilities, children with developmental delays, and children with other special needs
- ☐ Other.
Describe:

☐ None.

d) In what ways, if any, is the career pathway (or lattice) used?

- ☐ Voluntary guide and planning resource
- ☐ Required placement for all practitioners and providers working in programs that are licensed or regulated in the State/Territory to serve children birth to 13
- ☐ Required placement for all practitioners working in programs that receive public funds to serve children birth to 13
- ☐ Required placement for adult educators (i.e., those that provide training, education and/or technical assistance)
- ☐ Required placement for participation in scholarship and/or other incentive and support programs
- ☐ Required placement for participation in the QRIS or other quality improvement system
- ☐ Other.
Describe:

☒ None.

e) Are individuals' qualifications, professional development, and work experience verified prior to placement on the career pathway (or lattice?)?

☒ Yes.

If yes, describe:

The Commission on Teacher Credentialing evaluates transcripts, work experience, and professional development hours as appropriate for new and renewed permits on the Child Development Permit Matrix.

☐ No.

3.4.3 Workforce Element 3 - Professional Development Capacity

Definition - For purposes of this section, professional development incorporates higher education, training and technical assistance. Higher education capacity refers to capability of the higher education system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children. Training and technical assistance capacity refers to capability of the training and technical assistance system to meet the needs of the diverse workforce including the provision of content that addresses the full range of development and needs of children.

a) Has the State/Territory assessed the availability of degree programs in early-childhood education, school-age care or youth development, and related fields in the State/Territory (e.g., both physical location and distance-based, accessibility to practitioners, etc.)?

☒ Yes.

If yes, describe:

Assessment of existing resources for completion of early childhood, school-age, and related degree programs was part of the legislative charge for the California Early Learning Quality Improvement System Advisory Committee as described in the final report to the Governor and Legislature in December 2010.
<http://www.cde.ca.gov/sp/cd/re/documents/fnlrpt2010.pdf>

☐ No.

b) Has the State/Territory assessed the availability of early-childhood and school-age and related training and technical assistance programs in the State/Territory (e.g., both physical location and distance-based, degree level, etc.)?

☒ Yes.

If yes, describe:

Assessment of existing resources for completion of early childhood, school-age, and related training and technical assistance programs was part of the legislative charge for the California Early Learning Quality Improvement System

Adv Advisory Committee as described in the final report to the Governor and Legislature in December 2010. <http://www.cde.ca.gov/sp/cd/re/documents/fnlrpt2010.pdf>

☐ No.

c) What quality assurance mechanisms, if any, are in place for the degree programs and courses offered by the State/Territory institutions?

- ☒ Standards set by the institution
- ☒ Standards set by the State/Territory higher education board
- ☒ Standards set by program accreditors
- ☐ Other.
Describe:

☐ None.

d) What quality assurance mechanisms, if any, are in place for the training and technical assistance programs offered by the State/Territory?

- ☒ Training approval process.
Describe:

Public funded training and technical assistance programs are implemented under contract with the CDE. Review and approval of training is done in the development of the scope of work, and is monitored continuously during the performance of the contract.

- ☐ Trainer approval process.
Describe:

- ☐ Training and/or technical assistance evaluations.
Describe:

- ☐ Other.
Describe:

☐ None.

e) Does the State/Territory have articulation agreements in place across and within institutions of higher education?

☒ Yes.

If yes, describe:

A variety of articulation agreements have been in place across and within institutions of higher education for many years. Recently work with the CAP has created a systematic alignment of eight lower-division and core three-unit courses, and has developed related articulation agreements with many of the CSU. The goal for CAP is to align curriculum in all 103 community colleges with early childhood education coursework, and to create articulation agreements with the CSU system statewide.

☐ No.

f) Does the State/Territory have articulation agreements that translate training and/or technical assistance into higher education credit?

☒ Yes.

If yes, describe:

Some publically funded training and technical assistance projects offer credit bearing units through agreements with community colleges and CSUs that evaluate and give credit for approved training.

☐ No.

3.4.4 Workforce Element 4 - Access to Professional Development

Definition - For purposes of this section, access to professional development (training, education and technical assistance) refers to the degree to which practitioners are made aware of, and receive supports and assistance to utilize, professional development opportunities.

a) Does the State/Territory have professional development opportunities accessible for professionals in various or all sectors of the early childhood and school-age field?

☒ Yes. If yes, for which sectors?

☒ Child care

☒ Head Start/Early Head Start

☒ Pre-Kindergarten

- ☒ Public schools
☐ Early intervention/special education
☐ Other.
Describe:

☐ No.

b) Does the State/Territory have a State/Territory-wide, coordinated and easily accessible clearinghouse of information about professional development opportunities available to all members of the early childhood and school-age workforce? Lead Agencies are not required to have a professional development system, but States/Territories may develop such clearinghouses to promote access to professional development opportunities.

- ☒ Yes.
If yes, describe:

The CDE funded the Child Development Training Consortium to develop a training portal that identifies professional development opportunities. The training portal should be operational summer of 2012.

☐ No.

c) What supports, if any, does the State/Territory provide to promote access to training and education activities?

- ☒ Scholarships.
Describe:

Publically funded scholarships are available through the Student Aid Commission.

- ☒ Free training and education.
Describe:

Training and education is provided through the Beginning Together, California Preschool Instructional Network, Child Care Initiative Project, Desired Results Field Training, Family Child Care at its Best, Program for Infant/Toddler Care (PITC) Partners for Quality Regional Support Network, and the PITC.

- ☒ Reimbursement for training and education expenses.
Describe:

The Child Development Training Consortium administers the Community College Program with a tuition reimbursement component, which includes a textbook loan program for ECE students, and provides stipends for permits and fingerprint/criminal record clearance required for permits.

☒ Grants.

Describe:

The Career Incentive Grant Program provides grants to eligible students in four-year colleges and universities. The California Student Aid Commission administers the Child Development Teacher and Supervisor grants.

☐ Loans.

Describe:

☐ Loan forgiveness programs.

Describe:

☐ Substitute pools.

Describe:

☐ Release time.

Describe:

☐ Other.

Describe:

☐ None.

d) Does the State/Territory have career advisors for early childhood and school-age practitioners?

☐ Yes.

If yes, describe:

☒ No.

e) Does the State/Territory have mentors, coaches, consultants, and/or other specialists available to provide technical assistance to the workforce?

☒ Yes.

If yes, describe:

The CDE funds the California Preschool Instructional Network, the California Inclusion & Behavior Consultation Network, the Program for Infant/Toddler Care Partners for Quality, the California Early Childhood Mentor Program, and the Child Care Initiative Project to provide mentoring, coaching, and technical assistance to the workforce. The California Collaborative on the Social and Emotional Foundations of Early Learning project sponsors Training-of-Trainers and Coach Training through a state wide team of interdisciplinary agencies and organizations.

☐ No.

3.4.5 Workforce Element 5 - Compensation, Benefits and Workforce

Conditions Definition - For purposes of this section, rewards for education and training refers to any financial supports provided to practitioners for participating in and completing education or training or for increasing compensation.

a) Does the State/Territory have a salary or wage scale for various professional roles?

☐ Yes.

If yes, describe:

☒ No.

b) Does the State/Territory provide financial rewards for participation in professional development, such as one-time salary bonuses for completing a training or education program?

☒ Yes.

If yes, describe:

The Child Care Staff Retention (AB-212) program funds stipends for completion of unit-bearing coursework needed for advancement in the early care and education workforce and coordinates with the

complimentary Comprehensive Approaches to Raising Education Standards (CARES) program which is funded by the First 5 California.

☐ No.

c) Does the State/Territory provide sustained financial support on a periodic, predictable basis, such as annual wage supplements, based on the highest level of training and education achieved?

☐ Yes.

If yes, describe:

☒ No.

d) Does the State/Territory have a program to offer or facilitate benefits (e.g. health insurance coverage, retirement, etc.) to the workforce?

☐ Yes.

If yes, describe:

☒ No.

3.4.6 Data & Performance Measures on the Child Care Workforce - What data elements, if any, does the State/Territory currently have access to related to the child care workforce? What, if any, does the State/Territory use for performance measures on professional development and workforce initiatives? The purpose of these questions is for Lead Agencies to provide a description of their capacity to provide information, not to require Lead Agencies to collect or report this information. For any data elements checked in (a) below, Lead Agencies may provide an optional description about the data they have access to (e.g., the Lead Agency may have data for only licensed programs, only programs caring for children receiving CCDF subsidies, only providers participating in quality improvement systems, or only for certain age groups (e.g., infants and toddlers or school-age children)).

a) Data on the child care workforce. Indicate if the Lead Agency or another agency has access to data on:

☐ Data on the size of the child care workforce.

Describe (optional):

☐ Data on the demographic characteristics of practitioners or providers working directly with children.
Describe (optional):

☐ Records of individual teachers or caregivers and their qualifications.
Describe (optional):

☐ Retention rates.
Describe (optional):

☐ Records of individual professional development specialists and their qualifications.
Describe (optional):

☐ Qualifications of teachers or caregivers linked to the programs in which they teach.
Describe (optional):

☐ Number of scholarships awarded .
Describe (optional):

☐ Number of individuals receiving bonuses or other financial rewards or incentives.
Describe (optional):

☐ Number of credentials and degrees conferred annually.
Describe (optional):

☐ Data on T/TA completion or attrition rates.
Describe (optional):

☐ Data on degree completion or attrition rates.
Describe (optional):

☒ Other.
Describe:

The CDE collects and verifies qualifications of staff employed in CDD-contracted child care programs to assure compliance with the California Code of Regulations, Title 5 requirements.

☐ None.

b) Does the State/Territory have a workforce data system, such as a workforce registry, which tracks workforce demographics, compensation, and qualifications and ongoing professional development for practitioners working with children birth to age 13?

Definition - For purposes of this section, a workforce data system refers to a system, such as a workforce registry, that tracks the size and characteristics of the child care workforce, including longitudinal data to monitor changes over time. The data system also can produce records to validate and verify qualifications or ongoing professional development for licensing, accreditation, QRIS, wage incentives, and credentials.

☐ Yes.

b-1) If yes, which roles are included in the workforce data system? For each role checked, indicate in your description whether participation is voluntary or mandatory.

☐ Staff working directly with children in centers, including aides, assistants, teachers, master teachers.
Describe:

☐ Providers working directly with children in family child care homes, including aides and assistants.
Describe:

☐ Administrators in centers (including educational coordinators, directors).
Describe:

☐ Technical assistance providers (including mentors, coaches, consultants, home visitors, etc.).
Describe:

☐ Education and training staff (such as trainers, CCR&R staff, faculty).
Describe:

☐ Other.
Describe:

☐ None.

b-2) Does the workforce data system apply to:

☐ all practitioners working in programs that are licensed or regulated by the State/Territory to serve children birth to 13?

☐ all practitioners working in programs that receive public funds to serve children birth to age 13?

☒ No.

c) **Performance measurement.** What, if any, performance measures does the State/Territory use related to its workforce and professional development systems?

None

d) **Evaluation.** What, if any, are the State/Territory's plans for evaluation related to its workforce and professional development systems? Evaluation can include efforts related to monitoring implementation of an initiative, validation of standards or assessment tools, or looking at outcomes in programs or the system and may be ongoing or conducted periodically.

None

3.4.7 Goals for the next Biennium -

In this section, Lead Agencies are asked to identify at least one goal for the upcoming biennium. Lead Agencies are encouraged to include measurable and achievable goals. Lead Agencies may include existing goals (e.g., already identified in a State strategic plan or established by the Governor for a Lead Agency). ACF will target technical assistance efforts to help Lead Agencies achieve their goal(s). Lead Agencies are not required to establish a goal for each sub-section in 3.4. What are the State/Territory's goals for the building the professional development system and improving conditions for the workforce in the coming biennium? What progress does the State/Territory expect to make across the five key elements for the workforce and professional development system described above?

California's goals for next biennium include the following:

1. By June 30, 2013, tools will be developed for ECE coursework and professional development (PD) activities to be mapped to the state's Early Childhood Educator Competencies. Faculty and PD educators will know and understand the competencies their students should be able to demonstrate upon successful completion of any given course or training.
2. By 2013, all California community colleges that offer early learning and care programs will incorporate the "core eight" classes and additional courses will reflect the designated lower division *Competencies* into their degree programs.
3. By 2014, all California State University, University of California, and at least several of the private higher education institutions that offer early childhood education programs will have articulation agreements with the community colleges and align their courses to a common and comprehensive course of study across the two- and four-year degree system.
4. By 2015, a clear and accessible system of demonstrating the *Early Childhood Educator Competencies* equivalency for courses will be developed and publicized, including clear criteria and deliverables. This system includes courses taken from out-of-state and foreign institutions and non-Western Association of Schools and Colleges accredited institutions, as well as competencies developed through professional practice.
5. Existing Quality Improvement professional development projects will be maintained and expanded to the extent feasible.
6. Ensure that Quality Improvement professional development providers collect data about their service population in a manner consistent with the National Workforce Registry and the Early Child Care Data Collaborative. Develop a process in which data about workforce utilization of Quality Improvement professional development activities is used to inform allocation of resources.
7. AB 212 and First 5 California's CARES Plus, which provide stipends for professional development, will increase the early childhood practitioners educational attainment and retention in the field.

Attachment 2.2.9

**Confidential Application for
Child Development Services and
Certification of Eligibility**

Form CD 9600, Page 1, (REV. 03/04)

Agency Name: _____
Family Identification/Case No.: _____
Initial Subsidized Service Date: _____
Type of Application: (Check one) Initial <input type="checkbox"/> Recertification <input type="checkbox"/>

Note: State regulations require a formal application and certification for child development services. You will receive written notice of your eligibility no later than 30 days from the date of your signature on this form. Eligibility is determined on the basis of need for child development services and either CalWORKs status or adjusted gross monthly income in relation to family size. This form must be completed by an agency representative in consultation with the family. Refer to the instructions for the completion of this form.

Section I. Family Identification. If you are a single parent/caretaker, check this box: ☐ See Instructions, Section I.

Name of parent/caretaker (full name, including middle initial) A	Social Security Number - parent A* (See instructions.)	Gender	Phone no. (home)	Phone no. (work/school)
Name of parent/caretaker (full name, including middle initial) B		Gender	Phone no. (home)	Phone no. (work/school)
Street address	City	State	Zip	FIPS code

Section II. Family Eligibility and Reason for Needing Service
A. Family Eligibility Status (Check as many as apply)

Protective services (attach documentation.)	Income eligible (attach documentation.)	Homeless (attach documentation.)	Programs for the severely handicapped (GHAN)
---	---	----------------------------------	--

B. Reason for Needing Service. Indicate all the reasons for needing care for each adult listed above. Enter "A" or "B" referring to parent/caretaker listed above. Attach documentation. (This section does not apply to state preschool programs [GPPE] or programs for severely handicapped [GHAN].)

Parent/ Caretaker	Reason for Needing Service	Parent/ Caretaker	Reason for Needing Service	Parent/ Caretaker	Stages 1, 2, and 3 CalWORKs recipients only
	Child referred for protective services because of neglect, abuse, exploitation, or risk thereof		Education or training		CalWORKs activities Date family became ineligible for aid: Date: _____
	Parent/caretaker incapacitated because of medical or psychiatric special needs		Actively seeking employment		Diversion Date: _____
	Working		Seeking permanent housing		Record date of entry into each stage: Stage 1 _____ Stage 2 _____ Stage 3 _____

C. Employment/Training Information. Must be completed for each adult listed in Section I above to document need on the basis of employment or training. (Attach documentation.)

Parent/ Caretaker	Employer/School	Street Address	City	Zip				
A								
A								
Days and working/ training hours:	From: To:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Parent/ Caretaker	Employer/School	Street Address	City	Zip				
B								
B								
Days and working/ training hours:	From: To:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

Section III. Family Adjusted Gross Monthly Income and Size
A. Family monthly income. The family's adjusted monthly income from all sources (Attach verification and documentation.): \$ _____
B. Family income sources (Check all that apply. Do not count the gray shaded areas in Section III. A above.) Black shaded boxes for CalWORKs recipients only.
C. Family size (See "Funding Terms and Conditions" for instructions on calculating family size.): _____

Employment, including self-employment	Other federal cash income programs (such as SSI)
Child support	Housing voucher or cash assistance
Cash or other assistance under Title IV of the Social Security Act (TANF)	Assistance under the Food Stamps Act of 1977
State only alien and two-parent programs for CalWORKs recipients	Other

Section III B is for federal data collection purposes only and does not need to be completed before the provision of child care services.

Confidential Application for Child Development Services and Certification of Eligibility

CD 9600 Page 2 (REV. 03/04)

Section IV. Data on Children. List all children residing in the home and counted in the family size.

Complete for all children residing in the home			Complete only for children served by your agency				For children enrolled in more than one program or site, use additional lines as needed										
(1) Full Name of Child Including Middle Initial	(2) Gender		(3) Birth Date	(4) Adjustment Factor Code	(5) Ethnicity	(6) Race	(7) Native Language Is child limited English proficient?	(8) Program Code	(9) Type of Care Code	(10) Hours of Care per Day							
	M	F	MM/DD/YYYY							M	T	W	TH	F	SAT	SUN	
										S							
								Provider/site name:		V							
										S							
								Provider/site name:		V							
										S							
								Provider/site name:		V							
										S							
								Provider/site name:		V							
										S							
								Provider/site name:		V							
										S							
								Provider/site name:		V							

Section V. Certification and Signature of Parent/Caretaker.

1. I declare under penalty of perjury that the above information is true and correct to the best of my knowledge. 2. I will notify the agency immediately if there is any change in my income, family size, residence, employment, or reason for needing child development services. 3. I understand that the information about my eligibility may be reviewed by representatives of the state of California, the federal government, independent auditors, or others as necessary for the administration of the program. 4. I understand that if the agency denies this application for services, I have the right to appeal.	5. I understand that I must renew my eligibility at least once a year (at least once every six months for protective services children). I further understand that if I do not renew my eligibility, I will no longer be eligible for subsidized child care services for my child. 6. I understand that I will receive a notice of approval or disapproval of my application within 30 days from the date I sign this form. 7. I understand that this certification is not complete until all documentation is submitted and this form has been reviewed, signed, and dated by an agency representative and signed and dated by me.
Signature _____ Date _____	Relationship to Child: <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Guardian <input type="checkbox"/> Foster Parent <input type="checkbox"/> Other: Please describe _____

Section VI. Family Fee (See fee schedule.).

Type of Fee	Full Time	Part Time
A. Daily fee (if any)		
B. Hourly fee (if any)		

Section VII. For Office Use Only. (Certification is not complete until eligibility is reviewed, signed, and dated by an agency representative.)

Eligibility Status <input type="checkbox"/> Accepted <input type="checkbox"/> Denied	Date Notice of Action Sent (Attach copy)	Date Notice of Action Given (Attach copy)	First date of subsidized service	Last date of enrollment
Signature of Authorized Agency Representative		Title	Telephone number	Date
Signature of Supervisor (Optional)		Title	Telephone number	Date

**Instructions for Completing Form CD 9600:
Confidential Application for Child Development Services and Certification of Eligibility**

Form CD 9600 (or documentation containing the same information) must be completed and signed by the parent and an agency representative before the child enters the child development program. The certification must be renewed at least once a year (at least once every six months for protective service's children). Families must notify the agency immediately if there are changes in their family status, family size, income, residence, or need for child care. If such changes occur, agency staff must update the certification. Notification of changes, except residence, are not required for state preschool (GPRE) or severely handicapped (GHAN) programs. All certification forms and documentation must be maintained in the family file.

Social Security Number (SSN) Collection Consent

Form CD 9600A, the Child Care Data Collection/Privacy Notice and Consent Form, must be completed and signed by all heads of households in all CDE-funded programs. If the head of household gives consent to use their SSN, the SSN should be inserted on the CD 9600. If the head of household does not give consent, leave the SSN space blank on the CD 9600. In "family of one" situations the SSN will not be collected; therefore, completion of the CD 9600A is not required. When completed, attach the CD 9600A to the CD 9600.

*** The social security number is to be listed only for heads of households who have given consent on form CD 9600A. In all cases, a CD 9600A must be completed and signed by the head of household and attached to the CD 9600. In "family of one" situations, no SSN is required and no CD 9600A will be completed.**

Agency Name: Insert the name of the agency providing or funding child care services in this space.

Family Identification/Case Number: This is an optional field and can be used if the agency assigns an identification or case number to each family.

Initial Subsidized Service Date: This is the earliest month and year that the child(ren), as listed on this CD 9600, first started receiving subsidized child care services from your agency. **Every CD 9600 must have a month and year entered in this field.** This information is for data reporting purposes. If there is a break of three months or more, enter the month child care resumed. If there is a break of less than three months (vacation, for example), enter the original date assistance began, not the date it resumed.

Type of Application: Check the box after "Initial" if this is the first application taken by the agency named on this CD 9600. Check the box after "Recertification" if this is the second or later application taken by the agency listed on this CD 9600.

Section I. Family Identification

Note: If family size includes more than two adults, complete Sections I, II, and III of a second CD 9600 and attach it to the complete CD 9600. You may also use a second CD 9600 to record additional employers or training institutions for the parents listed under A and B in Section I.

If the child lives with only one parent/caretaker who is legally/financially responsible for the child, check the box on the line next to **Section I**.

A. Information on parent/caretaker A. For the first adult living in the same household as the child(ren), complete all items in Section I A, including address information. For the purposes of these instructions and the certification of eligibility, a parent/caretaker shall be a person who has responsibility for the child. Thus, "parent/caretaker" could refer, for example, to a biological parent, a stepparent, a grandparent, a foster or adoptive parent, or a legal guardian. For SSN information, see above.

FIPS Code. See the "FIPS Codes" section on page three of these instructions to determine the FIPS Code that identifies the state and county where the parent/caretaker lives.

B. Information on parent/caretaker B. If a second parent/caretaker lives in the same household as the child and is included in the calculation of family size, complete all items in Section I B.

Section II. Family Eligibility and Reason for Needing Service

A. Family eligibility status. Check all eligibility categories for which the family qualifies.

B. Reason for needing service. For each parent/caretaker or other adult included in the family size, note with an "A" or "B" all of the reasons for needing services and attach the appropriate documentation. Identify the main reason for needing service with an asterisk if there is more than one reason. Do not complete this section for GPRE or GHAN.

CalWORKs recipients only: This box is to be completed for all CalWORKs recipients receiving services in Stages I, 2, or 3.

- If a parent/caretaker is completing CalWORKs activities, enter "A" and/or "B" in the box labeled "CalWORKs Activities."
- If a parent/caretaker has received a diversion payment, enter "A" and/or "B" in the box labeled "Diversion."
- In the box labeled "Record date of entry into each stage," enter the initial date of entry into each stage.
- **For Stage I or II families no longer eligible for CalWORKs aid, enter the date the family became ineligible for aid in the box labeled "Date family became ineligible for aid."**

C. Employment/training information. For each parent/caretaker, enter the name and address of the employer or the institution of training or education, as appropriate. Do not complete this section for GPRE or GHAN.

Days and working/training hours. Note the beginning and ending hours for each day that the parent is employed or in a training program.

Section III. Family Adjusted Gross Monthly Income and Size

A. Family monthly income. Enter the family's total adjusted gross monthly income from all sources. All income must be verified.

B. Family income sources. Check each box to identify all sources of family income. These include sources of income that are not counted for eligibility determinations.

- The black shaded boxes are to be completed for CalWORKs recipients only. County welfare departments will identify whether a CalWORKs recipient is receiving CalWORKs benefits under the State-only alien program or the state-only two-parent program. These two programs count toward Temporary Assistance to Needy Families Maintenance of Effort.
- The gray shaded boxes are not to be counted in the family's total adjusted monthly income.

**Instructions for Completing Form CD 9600:
Confidential Application for Child Development Services and Certification of Eligibility**

**Section III. Family Adjusted Gross Monthly Income and Size
(Continued)**

Section III B is for federal data collection purposes and does not need to be completed before the provision of child care services.

- C. Family Size.** Enter the total family size, including (1) all parent(s)/caretaker(s) listed on the CD 9600; (2) all children named in Section V; (3) any adult listed on a second CD 9600; and (4) any children listed on a second CD 9600.

Section IV. Data on Children

Note: Complete columns 1 and 3 of this section for all children eighteen and under residing in the household. If needed, use a second CD 9600 to record more children.

- 1. Name of child.** List all children residing in the in the household, eighteen and under, related by blood, marriage, or adoption to the parent(s)/caretaker(s) of the child(ren) being served.
- 2. Gender.** Check the appropriate box in column 2 for each child receiving care through this certification.
- 3. Birth date.** In column 3 enter the birth dates of all children listed in column 1 following this format: month/day/year.
- 4. Adjustment factor code.** See the "Adjustment Factor Codes" section in these instructions to determine the adjustment factor code that should be entered in column 4. If no adjustment factor is used, leave this box blank.
- 5. Ethnicity.** Enter a "Y" if the child is Hispanic or Latino. Otherwise, enter an "N".
- 6. Race:** See the "Race Codes" section in these instructions to determine the race code(s) that should be entered in column 6. At least one code must be entered, but you may enter all codes that apply for each child.
- 7. Native language.** See the "Native Language Codes" section in these instructions to determine the native language code that should be entered in column 7. Use only those native language codes provided. Report the child's primary language. Indicate whether or not the child is limited English proficient with a check mark in column 7. This column must be completed if you claim LEP reimbursement for this child.
- 8. Program code.** See the "Program Codes" section in these instructions to determine the program code(s) that should be entered in column 8. Enter one code per line for each child receiving child care services through this certification. If the child(ren) is enrolled in more than one program or with more than one provider, use additional lines to record this information in columns 8 and 9 for each child.
- 9. Type of care and relationship to child.** See the "Type of Care Codes" section in these instructions to determine the type of care code(s) that should be entered in column 9. Enter the provider or site name in the space provided.

10. Hours of care per day. Enter the amount of child development services needed each day in column 9. Use the upper line (marked "S") to indicate the amount of care needed during the school session; use the lower line (marked "V") to indicate the amount of time needed during vacations. For preschool-age children, use only the upper line to record the amount of care needed.

Note: For families whose schedules vary, enter the average enrollment hours needed for child care services each day. Attach a detailed schedule to reflect this average enrollment over a one-month period.

Section V. Certification and Signature of Parent/Caretaker

Read and explain the conditions of eligibility and need to the parent/caretaker and make sure he or she understands them before signing the application. Before the agency representative signs the form, the parent/caretaker completing the application must sign and date the form and indicate his or her relationship to the child.

Section VI. Family Fee

- A. Daily fee.** Consult the fee schedule issued by the Child Development Division and enter the correct fee for the family size (Section III C), family income (Section III A), and amount of care required (Section IV, column 10).
- B. Hourly Fee.** If you do not collect hourly fees, leave these boxes blank.

Section VII. For Office Use Only

The agency representative must complete the items in this section. The certification is not complete until it is signed and dated by the agency representative.

The "Signature of Supervisor" is an optional field and is not required.

Completing the Form

Follow these procedures once you have completed the family's certification:

- A.** File the completed form in the family file.
- B.** If the family has a new or updated certification, add it to the family file. Do not remove the earlier applications.

Instructions for Completing Form CD 9600:
Confidential Application for Child Development Services and Certification of Eligibility

Section I. Family Identification**Federal Information Processing Standards (FIPS) Codes**

The FIPS code consists of a state code, which is a two-digit number, and a county code, which is a three-digit number. The codes are California - 06, Arizona - 04, Nevada - 32 and Oregon - 41.

California County Codes are as follows:

001 Alameda	041 Marin	081 San Mateo
003 Alpine	043 Mariposa	083 Santa Barbara
005 Amador	045 Mendocino	085 Santa Clara
007 Butte	047 Merced	087 Santa Cruz
009 Calaveras	049 Modoc	089 Shasta
011 Colusa	051 Mono	091 Sierra
013 Contra Costa	053 Monterey	093 Siskiyou
015 Del Norte	055 Napa	095 Solano
017 El Dorado	057 Nevada	097 Sonoma
019 Fresno	059 Orange	099 Stanislaus
021 Glenn	061 Placer	101 Sutter
023 Humboldt	063 Plumas	103 Tehama
025 Imperial	065 Riverside	105 Trinity
027 Inyo	067 Sacramento	107 Tulare
029 Kern	069 San Benito	109 Tuolumne
031 Kings	071 San Bernardino	111 Ventura
033 Lake	073 San Diego	113 Yolo
035 Lassen	075 San Francisco	115 Yuba
037 Los Angeles	077 San Joaquin	
039 Madera	079 San Luis Obispo	

If the family resides outside California, list the state code only.

Section IV. Data on Children**Column 4: Adjustment Factor Codes**

21 Infant	24 Severely disabled
22 Exceptional needs	25 Limited English proficient (LEP)
23 Child protective services	27 Toddler

Column 6: Race Codes

1 American Indian or Alaskan Native	2 Asian
3 Black or African American	4 Native Hawaiian or other Pacific Islander
5 Caucasian	

Column 7: Native Language Codes

11 Arabic	24 Hungarian	06 Portuguese
12 Armenian	25 Ilocano	28 Punjabi
42 Assyrian	26 Indonesian	29 Russian
13 Burmese	27 Italian	45 Rumanian
03 Cantonese	08 Japanese	30 Samoan
36 Cebuano	09 Khmer	31 Serbian
(Visayan)	(Cambodian)	52 Serbo-Croatian
54 Chaldean	50 Khmu	01 Spanish
20 Chamorro	04 Korean	46 Taiwanese
(Guamanian)	51 Kurdish	32 Thai
39 Chaozhou	47 Lahu	53 Toishanese
(Chaochow)	10 Lao	34 Tongan

Column 7: Native Language Codes (Continued)

14 Croatian	07 Mandarin	33 Turkish
15 Dutch	(Putonghua)	38 Ukrainian
00 English	48 Marshallese	35 Urdu
16 Farsi (Persian)	44 Mien	02 Vietnamese
17 French	49 Mixteco	55 Other
18 German	88 Native American Languages	Languages of China
19 Greek	40 Pashto	66 Other
43 Gujarati	05 Pilipino (Tagalog)	Languages of the Philippines
21 Hebrew	41 Polish	99 Other non-English
22 Hindi		
23 Hmong		

Column 8: Program Codes (Contract Prefix)

GPPE:	State Preschool
GCTR:	General Child Care
GHUD:	HUD Child Care
GWAP:	Full Day Preschool Wrap Around
GFCC:	Family Child Care Home
GMIG:	Migrant Child Care
GCAM:	Campus Child Care (With Match)
GHAN:	Handicapped Child Care
GLTK:	School Age Community Child Care (Latchkey)
GAPP:	Alternative Payment
GCPS:	Child Protective Services
G2AP:	CalWORKs Stage II
G3TO:	CalWORKs Stage III
FAPP:	Child Care & Development Fund (CCDF) Alternative Payment
FMAP:	Migrant Alternative Payment Program
FCPS:	CCDF Child Protective Services
F2AP:	CCDF Alternative Payment Stage II
F3TO:	CCDF Alternative Payment Stage III
FCTR:	CCDF Center Based
FFCC:	CCDF Family Child Care Homes
FHUD:	CCDF HUD Child Care

Column 9: Type of Care Codes

02	Licensed family child care home
03	Licensed large family child care home
04	Licensed center-based care
05	License-exempt in-home (child's) care provided by a relative
06	License-exempt in-home (child's) care provided by a nonrelative
07	License-exempt care provided outside child's home by a relative
08	License-exempt care provided outside child's home by a nonrelative
11	License-exempt center-based care

Attachment 2.4.1

Family Fee Schedule												
Part-time Daily Fee	Full-time Daily Fee	Family Size 1 or 2	Family Size 3	Family Size 4	Family Size 5	Family Size 6	Family Size 7	Family Size 8	Family Size 9	Family Size 10	Family Size 11	Family Size 12
\$ 1.00	\$ 2.00	1,820	1,950	2,167	2,513	2,860	2,925	2,990	3,055	3,120	3,185	3,250
\$ 1.25	\$ 2.50	1,893	2,028	2,253	2,614	2,974	3,042	3,109	3,177	3,245	3,312	3,380
\$ 1.50	\$ 3.00	1,965	2,106	2,340	2,714	3,089	3,159	3,229	3,299	3,369	3,440	3,510
\$ 1.75	\$ 3.50	2,038	2,184	2,426	2,815	3,203	3,276	3,349	3,421	3,494	3,567	3,640
\$ 2.00	\$ 4.00	2,111	2,262	2,513	2,915	3,317	3,393	3,468	3,544	3,619	3,694	3,770
\$ 2.25	\$ 4.50	2,184	2,340	2,600	3,016	3,432	3,510	3,588	3,666	3,744	3,822	3,900
\$ 2.65	\$ 5.30	2,257	2,418	2,686	3,116	3,546	3,627	3,707	3,788	3,869	3,949	4,030
\$ 3.05	\$ 6.10	2,329	2,496	2,773	3,217	3,661	3,744	3,827	3,910	3,993	4,076	4,160
\$ 3.45	\$ 6.90	2,402	2,574	2,860	3,317	3,775	3,861	3,946	4,032	4,118	4,204	4,290
\$ 3.85	\$ 7.70	2,475	2,652	2,946	3,418	3,889	3,978	4,066	4,154	4,243	4,331	4,420
\$ 4.25	\$ 8.50	2,548	2,730	3,033	3,518	4,004	4,095	4,186	4,277	4,368	4,459	4,550
\$ 4.65	\$ 9.30	2,621	2,808	3,120	3,619	4,118	4,212	4,305	4,399	4,492	4,586	4,680
\$ 5.05	\$ 10.10	2,693	2,886	3,206	3,719	4,232	4,329	4,425	4,521	4,617	4,713	4,810
\$ 5.45	\$ 10.90	2,766	2,964	3,293	3,820	4,347	4,446	4,544	4,643	4,742	4,841	4,940
\$ 5.85	\$ 11.70	2,839	3,042	3,380	3,920	4,461	4,563	4,664	4,765	4,867	4,968	5,070
\$ 6.25	\$ 12.50	2,912	3,120	3,466	4,021	4,576	4,680	4,784	4,888	4,992	5,096	5,200
\$ 6.65	\$ 13.30	2,985	3,198	3,553	4,122	4,690	4,797	4,903	5,010	5,116	5,223	5,330
\$ 7.05	\$ 14.10	3,057	3,276	3,640	4,222	4,804	4,914	5,023	5,132	5,241	5,350	5,460
\$ 7.45	\$ 14.90	3,130	3,354	3,726	4,323	4,919	5,031	5,142	5,254	5,366	5,478	5,590
\$ 7.60	\$ 15.20	3,203	3,374	3,749	4,348	4,948	5,061	5,173	5,286	5,398	5,510	5,623
\$ 7.75	\$ 15.50	3,283	3,393	3,770	4,373	4,976	5,089	5,202	5,315	5,428	5,541	5,655
\$ 7.90	\$ 15.80		3,413	3,792	4,399	5,006	5,120	5,233	5,347	5,461	5,575	5,688
\$ 8.05	\$ 16.10		3,432	3,813	4,423	5,033	5,148	5,262	5,376	5,491	5,605	5,720
\$ 8.23	\$ 16.45		3,518	3,835	4,448	5,062	5,177	5,292	5,407	5,522	5,637	5,752
\$ 8.43	\$ 16.85			3,856	4,473	5,090	5,206	5,322	5,437	5,553	5,669	5,785
\$ 8.63	\$ 17.25			3,880	4,500	5,121	5,237	5,354	5,470	5,586	5,703	5,819
\$ 8.88	\$ 17.75			3,908	4,534	5,159	5,276	5,394	5,511	5,628	5,745	5,863
Monthly Income Ceilings		3,283	3,518	3,908	4,534	5,159	5,276	5,394	5,511	5,628	5,745	5,863

Attachment 2.6.1

ATTACHMENT D

No. 5886

CDE ____

FBG ____

IV-A ____

CPS ____

CHILDREN'S HOME SOCIETY OF CALIFORNIA

CHILD CARE SERVICES

1823 E. 17th Street, Suite 123, San Jose, CA 95128
(714) 835-8252

Certificate for Pre-Approved Child Care

Effective Date _____

This is to certify that the parent _____ of child _____,

age _____, is hereby eligible and has been approved for child care

for the following days and hours: M _____ T _____ W _____ Th _____ F _____ St _____ Sn _____

with a rate of \$ _____ hourly, daily, weekly, or monthly at Part- or Full-time.
(circle one) (circle one)

NOTICE TO PARENT AND PROVIDER

This certificate is subject to the following terms and conditions:

1. As outlined in the CHS Standard Services Contract and Parent/Provider Program Policy Agreement (Exhibit A).
2. Reimbursement for the sum promised through this certificate will be based on the receipt of attendance records submitted to CHS.
3. This certificate is valid for providers that meet all state and federal regulations who are licensed or exempt from licensure.
4. If there is any change to the contracted schedule, termination and/or breach of contracted services, this certificate is automatically voided. CHS reserves the right to terminate this certificate upon 10 days of written notice.
5. This certificate is not transferable and is non-negotiable. Limit one certificate per child.
6. This certificate is valid through _____.
7. Additional terms and conditions _____.

Certified by: _____
Program Manager/Supervisor

Parent: _____

Original – CHS

Yellow – Parent

Pink - Provider

Attachment 2.7.1

**California Reimbursement Ceilings for Subsidized Child Care -
Senate approved rates for fiscal year 2011-2012
Child Care Centers**

	2005 Rates			Infant	Preschool	School Age
Facility	County	Time	FT/PT	85th	85th	85th
CCC	ALAMEDA	Daily	--	\$71.66	\$50.81	\$42.38
CCC	ALAMEDA	Hourly	--	\$11.32	\$8.91	\$9.91
CCC	ALAMEDA	Monthly	FT	\$1,279.38	\$858.96	\$714.88
CCC	ALAMEDA	Monthly	PT	\$902.21	\$631.82	\$424.23
CCC	ALAMEDA	Weekly	FT	\$313.82	\$214.60	\$185.93
CCC	ALAMEDA	Weekly	PT	\$247.97	\$162.55	\$113.56
CCC	ALPINE	Daily	--	\$58.61	\$39.68	\$34.88
CCC	ALPINE	Hourly	--	\$9.16	\$6.50	\$7.95
CCC	ALPINE	Monthly	FT	\$1,013.54	\$683.32	\$549.82
CCC	ALPINE	Monthly	PT	\$690.54	\$661.08	\$338.57
CCC	ALPINE	Weekly	FT	\$250.84	\$171.38	\$143.19
CCC	ALPINE	Weekly	PT	\$183.49	\$170.20	\$90.79
CCC	AMADOR	Daily	--	\$57.52	\$38.07	\$32.83
CCC	AMADOR	Hourly	--	\$8.77	\$6.33	\$7.82
CCC	AMADOR	Monthly	FT	\$903.22	\$646.29	\$528.52
CCC	AMADOR	Monthly	PT	\$659.47	\$630.07	\$330.93
CCC	AMADOR	Weekly	FT	\$222.80	\$160.22	\$138.52
CCC	AMADOR	Weekly	PT	\$172.80	\$155.23	\$84.84
CCC	BUTTE	Daily	--	\$58.28	\$38.49	\$32.89
CCC	BUTTE	Hourly	--	\$9.10	\$6.45	\$7.82
CCC	BUTTE	Monthly	FT	\$1,011.49	\$673.39	\$529.65
CCC	BUTTE	Monthly	PT	\$659.47	\$577.70	\$328.79
CCC	BUTTE	Weekly	FT	\$247.56	\$167.82	\$139.39
CCC	BUTTE	Weekly	PT	\$172.80	\$138.63	\$79.55
CCC	CALAVERAS	Daily	--	\$52.38	\$37.80	\$34.79
CCC	CALAVERAS	Hourly	--	\$8.80	\$6.32	\$7.77
CCC	CALAVERAS	Monthly	FT	\$907.05	\$648.47	\$554.02
CCC	CALAVERAS	Monthly	PT	\$752.25	\$528.68	\$382.53

CCC	CALAVERAS	Weekly	FT	\$223.33	\$159.34	\$142.20
CCC	CALAVERAS	Weekly	PT	\$192.57	\$131.51	\$94.80
CCC	COLUSA	Daily	--	\$52.76	\$37.83	\$32.53
CCC	COLUSA	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	COLUSA	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	COLUSA	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	COLUSA	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	COLUSA	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	CONTRA COSTA	Daily	--	\$70.14	\$48.59	\$41.33
CCC	CONTRA COSTA	Hourly	--	\$10.81	\$8.35	\$9.47
CCC	CONTRA COSTA	Monthly	FT	\$1,251.38	\$830.26	\$691.25
CCC	CONTRA COSTA	Monthly	PT	\$881.87	\$622.37	\$423.37
CCC	CONTRA COSTA	Weekly	FT	\$295.78	\$200.66	\$178.00
CCC	CONTRA COSTA	Weekly	PT	\$245.26	\$158.50	\$111.98
CCC	DEL NORTE	Daily	--	\$57.55	\$37.93	\$32.68
CCC	DEL NORTE	Hourly	--	\$8.74	\$6.27	\$7.87
CCC	DEL NORTE	Monthly	FT	\$897.86	\$644.60	\$527.98
CCC	DEL NORTE	Monthly	PT	\$659.47	\$631.94	\$329.45
CCC	DEL NORTE	Weekly	FT	\$209.92	\$160.00	\$138.38
CCC	DEL NORTE	Weekly	PT	\$172.80	\$155.85	\$80.21
CCC	EL DORADO	Daily	--	\$58.43	\$41.40	\$36.31
CCC	EL DORADO	Hourly	--	\$9.22	\$6.92	\$8.18
CCC	EL DORADO	Monthly	FT	\$1,022.98	\$704.47	\$602.94
CCC	EL DORADO	Monthly	PT	\$698.89	\$564.79	\$383.88
CCC	EL DORADO	Weekly	FT	\$251.01	\$175.09	\$153.58
CCC	EL DORADO	Weekly	PT	\$184.06	\$144.25	\$100.30
CCC	FRESNO	Daily	--	\$57.70	\$38.52	\$34.67
CCC	FRESNO	Hourly	--	\$8.87	\$6.40	\$7.90
CCC	FRESNO	Monthly	FT	\$976.41	\$660.52	\$554.72
CCC	FRESNO	Monthly	PT	\$690.37	\$617.74	\$339.99
CCC	FRESNO	Weekly	FT	\$235.30	\$164.79	\$142.55
CCC	FRESNO	Weekly	PT	\$173.79	\$151.48	\$92.80
CCC	GLENN	Daily	--	\$57.53	\$38.02	\$32.77
CCC	GLENN	Hourly	--	\$8.76	\$6.31	\$7.84

CCC	GLENN	Monthly	FT	\$899.81	\$645.69	\$528.31
CCC	GLENN	Monthly	PT	\$659.47	\$630.83	\$330.16
CCC	GLENN	Weekly	FT	\$221.29	\$160.13	\$138.46
CCC	GLENN	Weekly	PT	\$172.80	\$155.48	\$83.52
CCC	HUMBOLDT	Daily	--	\$58.59	\$39.01	\$34.78
CCC	HUMBOLDT	Hourly	--	\$9.20	\$6.62	\$7.82
CCC	HUMBOLDT	Monthly	FT	\$1,014.16	\$681.34	\$558.77
CCC	HUMBOLDT	Monthly	PT	\$667.87	\$528.45	\$331.39
CCC	HUMBOLDT	Weekly	FT	\$249.17	\$170.56	\$144.67
CCC	HUMBOLDT	Weekly	PT	\$173.19	\$129.73	\$85.68
CCC	IMPERIAL	Daily	--	\$57.63	\$37.97	\$32.68
CCC	IMPERIAL	Hourly	--	\$8.78	\$6.28	\$7.87
CCC	IMPERIAL	Monthly	FT	\$899.24	\$648.73	\$528.05
CCC	IMPERIAL	Monthly	PT	\$659.47	\$631.56	\$329.32
CCC	IMPERIAL	Weekly	FT	\$220.34	\$160.98	\$138.44
CCC	IMPERIAL	Weekly	PT	\$172.80	\$155.68	\$79.92
CCC	INYO	Daily	--	\$57.67	\$37.91	\$32.57
CCC	INYO	Hourly	--	\$8.78	\$6.26	\$7.89
CCC	INYO	Monthly	FT	\$898.12	\$649.84	\$527.79
CCC	INYO	Monthly	PT	\$659.47	\$632.32	\$328.79
CCC	INYO	Weekly	FT	\$209.94	\$161.21	\$138.39
CCC	INYO	Weekly	PT	\$172.80	\$155.92	\$79.55
CCC	KERN	Daily	--	\$57.77	\$38.76	\$34.65
CCC	KERN	Hourly	--	\$8.85	\$6.42	\$7.92
CCC	KERN	Monthly	FT	\$987.93	\$674.04	\$553.55
CCC	KERN	Monthly	PT	\$672.85	\$618.34	\$334.40
CCC	KERN	Weekly	FT	\$243.26	\$167.40	\$142.88
CCC	KERN	Weekly	PT	\$173.67	\$151.83	\$87.04
CCC	KINGS	Daily	--	\$56.10	\$38.61	\$33.14
CCC	KINGS	Hourly	--	\$8.86	\$6.55	\$7.60
CCC	KINGS	Monthly	FT	\$975.86	\$649.85	\$538.76
CCC	KINGS	Monthly	PT	\$659.47	\$556.59	\$345.55
CCC	KINGS	Weekly	FT	\$242.16	\$161.23	\$139.26
CCC	KINGS	Weekly	PT	\$172.80	\$141.65	\$94.36

CCC	LAKE	Daily	--	\$58.32	\$38.53	\$32.92
CCC	LAKE	Hourly	--	\$9.12	\$6.47	\$7.82
CCC	LAKE	Monthly	FT	\$1,011.86	\$674.55	\$529.82
CCC	LAKE	Monthly	PT	\$659.47	\$573.94	\$328.79
CCC	LAKE	Weekly	FT	\$247.80	\$168.18	\$139.48
CCC	LAKE	Weekly	PT	\$172.80	\$136.77	\$79.55
CCC	LASSEN	Daily	--	\$52.76	\$37.83	\$32.53
CCC	LASSEN	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	LASSEN	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	LASSEN	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	LASSEN	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	LASSEN	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	LOS ANGELES	Daily	--	\$59.58	\$43.27	\$36.99
CCC	LOS ANGELES	Hourly	--	\$9.43	\$7.22	\$8.55
CCC	LOS ANGELES	Monthly	FT	\$1,028.94	\$743.75	\$606.48
CCC	LOS ANGELES	Monthly	PT	\$795.30	\$611.93	\$385.74
CCC	LOS ANGELES	Weekly	FT	\$253.65	\$182.03	\$155.25
CCC	LOS ANGELES	Weekly	PT	\$205.33	\$153.08	\$100.90
CCC	MADERA	Daily	--	\$57.57	\$37.83	\$32.58
CCC	MADERA	Hourly	--	\$8.71	\$6.24	\$7.90
CCC	MADERA	Monthly	FT	\$895.74	\$643.00	\$527.70
CCC	MADERA	Monthly	PT	\$660.30	\$632.90	\$329.22
CCC	MADERA	Weekly	FT	\$209.40	\$159.83	\$138.34
CCC	MADERA	Weekly	PT	\$172.93	\$156.16	\$79.66
CCC	MARIN	Daily	--	\$80.32	\$61.00	\$53.83
CCC	MARIN	Hourly	--	\$12.39	\$10.77	\$11.39
CCC	MARIN	Monthly	FT	\$1,436.69	\$1,100.96	\$828.55
CCC	MARIN	Monthly	PT	\$977.70	\$758.06	\$440.79
CCC	MARIN	Weekly	FT	\$332.18	\$279.90	\$217.06
CCC	MARIN	Weekly	PT	\$257.56	\$197.77	\$119.04
CCC	MARIPOSA	Daily	--	\$52.76	\$37.83	\$32.53
CCC	MARIPOSA	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	MARIPOSA	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	MARIPOSA	Monthly	PT	\$659.47	\$633.09	\$328.79

CCC	MARIPOSA	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	MARIPOSA	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	MENDOCINO	Daily	--	\$57.90	\$38.26	\$33.28
CCC	MENDOCINO	Hourly	--	\$8.94	\$6.34	\$7.87
CCC	MENDOCINO	Monthly	FT	\$980.03	\$659.98	\$529.70
CCC	MENDOCINO	Monthly	PT	\$666.16	\$660.08	\$330.12
CCC	MENDOCINO	Weekly	FT	\$242.32	\$164.25	\$139.29
CCC	MENDOCINO	Weekly	PT	\$173.30	\$170.01	\$81.19
CCC	MERCED	Daily	--	\$52.76	\$37.83	\$32.53
CCC	MERCED	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	MERCED	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	MERCED	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	MERCED	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	MERCED	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	MODOC	Daily	--	\$52.76	\$37.83	\$32.53
CCC	MODOC	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	MODOC	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	MODOC	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	MODOC	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	MODOC	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	MONO	Daily	--	\$58.65	\$41.49	\$39.17
CCC	MONO	Hourly	--	\$8.98	\$7.56	\$8.17
CCC	MONO	Monthly	FT	\$1,057.28	\$722.51	\$666.46
CCC	MONO	Monthly	PT	\$794.02	\$529.26	\$392.82
CCC	MONO	Weekly	FT	\$253.50	\$177.90	\$172.41
CCC	MONO	Weekly	PT	\$195.73	\$134.32	\$102.59
CCC	MONTEREY	Daily	--	\$64.01	\$44.41	\$38.45
CCC	MONTEREY	Hourly	--	\$9.78	\$7.89	\$8.05
CCC	MONTEREY	Monthly	FT	\$1,134.58	\$760.18	\$630.20
CCC	MONTEREY	Monthly	PT	\$792.82	\$557.31	\$395.55
CCC	MONTEREY	Weekly	FT	\$268.23	\$187.00	\$164.78
CCC	MONTEREY	Weekly	PT	\$199.68	\$143.00	\$103.78
CCC	NAPA	Daily	--	\$57.47	\$41.49	\$39.11
CCC	NAPA	Hourly	--	\$9.02	\$7.63	\$7.97

CCC	NAPA	Monthly	FT	\$1,060.16	\$730.18	\$655.67
CCC	NAPA	Monthly	PT	\$833.11	\$525.97	\$413.26
CCC	NAPA	Weekly	FT	\$251.77	\$178.88	\$169.51
CCC	NAPA	Weekly	PT	\$208.41	\$132.53	\$104.82
CCC	NEVADA	Daily	--	\$57.62	\$39.15	\$35.65
CCC	NEVADA	Hourly	--	\$8.92	\$6.51	\$7.98
CCC	NEVADA	Monthly	FT	\$984.46	\$676.05	\$585.18
CCC	NEVADA	Monthly	PT	\$699.18	\$608.52	\$383.94
CCC	NEVADA	Weekly	FT	\$238.04	\$169.18	\$150.88
CCC	NEVADA	Weekly	PT	\$184.02	\$148.16	\$99.07
CCC	ORANGE	Daily	--	\$68.25	\$48.86	\$40.77
CCC	ORANGE	Hourly	--	\$10.62	\$8.53	\$9.24
CCC	ORANGE	Monthly	FT	\$1,200.76	\$832.00	\$685.90
CCC	ORANGE	Monthly	PT	\$856.85	\$607.75	\$421.27
CCC	ORANGE	Weekly	FT	\$291.93	\$202.58	\$176.30
CCC	ORANGE	Weekly	PT	\$242.83	\$159.22	\$111.30
CCC	PLACER	Daily	--	\$59.66	\$42.53	\$38.27
CCC	PLACER	Hourly	--	\$9.52	\$7.74	\$8.05
CCC	PLACER	Monthly	FT	\$1,066.79	\$737.41	\$628.82
CCC	PLACER	Monthly	PT	\$795.43	\$543.52	\$420.25
CCC	PLACER	Weekly	FT	\$257.57	\$181.95	\$164.42
CCC	PLACER	Weekly	PT	\$198.55	\$137.62	\$104.71
CCC	PLUMAS	Daily	--	\$52.76	\$37.83	\$32.53
CCC	PLUMAS	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	PLUMAS	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	PLUMAS	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	PLUMAS	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	PLUMAS	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	RIVERSIDE	Daily	--	\$57.86	\$39.35	\$35.49
CCC	RIVERSIDE	Hourly	--	\$8.91	\$6.61	\$7.94
CCC	RIVERSIDE	Monthly	FT	\$1,018.92	\$683.67	\$584.39
CCC	RIVERSIDE	Monthly	PT	\$690.74	\$583.33	\$354.40
CCC	RIVERSIDE	Weekly	FT	\$250.00	\$170.83	\$151.29
CCC	RIVERSIDE	Weekly	PT	\$180.27	\$141.31	\$91.23

CCC	SACRAMENTO	Daily	--	\$58.26	\$39.80	\$35.50
CCC	SACRAMENTO	Hourly	--	\$9.11	\$6.72	\$7.93
CCC	SACRAMENTO	Monthly	FT	\$1,021.24	\$685.92	\$583.60
CCC	SACRAMENTO	Monthly	PT	\$692.76	\$572.82	\$357.16
CCC	SACRAMENTO	Weekly	FT	\$251.02	\$171.99	\$151.07
CCC	SACRAMENTO	Weekly	PT	\$174.61	\$141.85	\$93.72
CCC	SAN BENITO	Daily	--	\$58.80	\$41.92	\$40.21
CCC	SAN BENITO	Hourly	--	\$8.98	\$7.71	\$8.28
CCC	SAN BENITO	Monthly	FT	\$1,069.96	\$750.78	\$685.24
CCC	SAN BENITO	Monthly	PT	\$819.77	\$528.81	\$414.02
CCC	SAN BENITO	Weekly	FT	\$254.47	\$180.82	\$176.31
CCC	SAN BENITO	Weekly	PT	\$202.75	\$134.05	\$104.50
CCC	SAN BERNARDINO	Daily	--	\$57.74	\$38.91	\$35.01
CCC	SAN BERNARDINO	Hourly	--	\$8.89	\$6.45	\$7.94
CCC	SAN BERNARDINO	Monthly	FT	\$989.22	\$675.74	\$556.62
CCC	SAN BERNARDINO	Monthly	PT	\$691.04	\$616.55	\$339.72
CCC	SAN BERNARDINO	Weekly	FT	\$242.48	\$168.19	\$143.90
CCC	SAN BERNARDINO	Weekly	PT	\$174.15	\$153.97	\$91.54
CCC	SAN DIEGO	Daily	--	\$60.99	\$43.94	\$37.52
CCC	SAN DIEGO	Hourly	--	\$9.58	\$7.51	\$8.54
CCC	SAN DIEGO	Monthly	FT	\$1,068.25	\$754.83	\$609.70
CCC	SAN DIEGO	Monthly	PT	\$793.69	\$589.38	\$387.26
CCC	SAN DIEGO	Weekly	FT	\$260.23	\$185.47	\$160.75
CCC	SAN DIEGO	Weekly	PT	\$202.15	\$151.47	\$101.51
CCC	SAN FRANCISCO	Daily	--	\$74.72	\$55.17	\$47.32
CCC	SAN FRANCISCO	Hourly	--	\$11.82	\$9.96	\$10.55
CCC	SAN FRANCISCO	Monthly	FT	\$1,330.15	\$974.12	\$774.57
CCC	SAN FRANCISCO	Monthly	PT	\$945.17	\$680.06	\$426.22
CCC	SAN FRANCISCO	Weekly	FT	\$325.13	\$243.01	\$202.16
CCC	SAN FRANCISCO	Weekly	PT	\$253.08	\$176.00	\$114.98
CCC	SAN JOAQUIN	Daily	--	\$57.75	\$38.94	\$35.13
CCC	SAN JOAQUIN	Hourly	--	\$8.85	\$6.46	\$7.95
CCC	SAN JOAQUIN	Monthly	FT	\$995.00	\$680.00	\$559.18
CCC	SAN JOAQUIN	Monthly	PT	\$691.26	\$615.33	\$339.07

CCC	SAN JOAQUIN	Weekly	FT	\$243.63	\$168.83	\$150.10
CCC	SAN JOAQUIN	Weekly	PT	\$174.41	\$148.65	\$90.28
CCC	SAN LUIS OBISPO	Daily	--	\$52.48	\$39.29	\$36.36
CCC	SAN LUIS OBISPO	Hourly	--	\$8.79	\$6.89	\$7.64
CCC	SAN LUIS OBISPO	Monthly	FT	\$936.45	\$684.28	\$602.87
CCC	SAN LUIS OBISPO	Monthly	PT	\$819.02	\$513.61	\$408.37
CCC	SAN LUIS OBISPO	Weekly	FT	\$228.77	\$170.72	\$152.74
CCC	SAN LUIS OBISPO	Weekly	PT	\$208.32	\$126.10	\$104.51
CCC	SAN MATEO	Daily	--	\$79.69	\$57.39	\$46.35
CCC	SAN MATEO	Hourly	--	\$12.13	\$10.20	\$10.96
CCC	SAN MATEO	Monthly	FT	\$1,411.60	\$1,001.85	\$770.66
CCC	SAN MATEO	Monthly	PT	\$973.51	\$692.54	\$437.52
CCC	SAN MATEO	Weekly	FT	\$330.74	\$249.65	\$200.78
CCC	SAN MATEO	Weekly	PT	\$255.86	\$185.43	\$118.73
CCC	SANTA BARBARA	Daily	--	\$68.81	\$48.33	\$36.96
CCC	SANTA BARBARA	Hourly	--	\$10.13	\$7.86	\$8.30
CCC	SANTA BARBARA	Monthly	FT	\$1,185.76	\$810.60	\$604.83
CCC	SANTA BARBARA	Monthly	PT	\$842.47	\$670.32	\$394.91
CCC	SANTA BARBARA	Weekly	FT	\$289.63	\$199.80	\$153.33
CCC	SANTA BARBARA	Weekly	PT	\$241.31	\$164.31	\$103.87
CCC	SANTA CLARA	Daily	--	\$79.29	\$57.06	\$46.91
CCC	SANTA CLARA	Hourly	--	\$12.11	\$10.22	\$11.08
CCC	SANTA CLARA	Monthly	FT	\$1,404.37	\$1,001.82	\$774.68
CCC	SANTA CLARA	Monthly	PT	\$972.12	\$693.53	\$439.40
CCC	SANTA CLARA	Weekly	FT	\$330.70	\$249.61	\$202.86
CCC	SANTA CLARA	Weekly	PT	\$256.45	\$185.36	\$118.68
CCC	SANTA CRUZ	Daily	--	\$71.27	\$49.51	\$41.31
CCC	SANTA CRUZ	Hourly	--	\$11.14	\$8.92	\$8.85
CCC	SANTA CRUZ	Monthly	FT	\$1,271.47	\$856.96	\$696.40
CCC	SANTA CRUZ	Monthly	PT	\$886.80	\$630.10	\$425.96
CCC	SANTA CRUZ	Weekly	FT	\$307.86	\$213.47	\$178.72
CCC	SANTA CRUZ	Weekly	PT	\$244.40	\$162.54	\$114.36
CCC	SHASTA	Daily	--	\$57.60	\$37.85	\$32.54
CCC	SHASTA	Hourly	--	\$8.72	\$6.24	\$7.90

CCC	SHASTA	Monthly	FT	\$896.15	\$644.34	\$527.64
CCC	SHASTA	Monthly	PT	\$659.47	\$632.95	\$328.79
CCC	SHASTA	Weekly	FT	\$209.48	\$160.14	\$138.31
CCC	SHASTA	Weekly	PT	\$172.80	\$156.17	\$79.55
CCC	SIERRA	Daily	--	\$52.76	\$37.83	\$32.53
CCC	SIERRA	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	SIERRA	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	SIERRA	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	SIERRA	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	SIERRA	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	SISKIYOU	Daily	--	\$57.69	\$37.93	\$32.57
CCC	SISKIYOU	Hourly	--	\$8.80	\$6.26	\$7.89
CCC	SISKIYOU	Monthly	FT	\$898.72	\$650.92	\$527.84
CCC	SISKIYOU	Monthly	PT	\$659.47	\$632.13	\$328.79
CCC	SISKIYOU	Weekly	FT	\$214.51	\$161.50	\$138.42
CCC	SISKIYOU	Weekly	PT	\$172.80	\$155.85	\$79.55
CCC	SOLANO	Daily	--	\$58.67	\$41.24	\$38.12
CCC	SOLANO	Hourly	--	\$9.08	\$7.35	\$8.23
CCC	SOLANO	Monthly	FT	\$1,026.89	\$713.42	\$625.80
CCC	SOLANO	Monthly	PT	\$790.67	\$529.99	\$386.52
CCC	SOLANO	Weekly	FT	\$252.33	\$176.84	\$164.01
CCC	SOLANO	Weekly	PT	\$193.97	\$134.74	\$100.36
CCC	SONOMA	Daily	--	\$58.15	\$42.42	\$39.88
CCC	SONOMA	Hourly	--	\$8.96	\$7.75	\$8.23
CCC	SONOMA	Monthly	FT	\$1,063.66	\$757.82	\$683.10
CCC	SONOMA	Monthly	PT	\$841.53	\$529.61	\$427.54
CCC	SONOMA	Weekly	FT	\$253.45	\$185.42	\$175.60
CCC	SONOMA	Weekly	PT	\$237.62	\$133.89	\$112.24
CCC	STANISLAUS	Daily	--	\$57.60	\$38.17	\$33.19
CCC	STANISLAUS	Hourly	--	\$8.75	\$6.30	\$7.89
CCC	STANISLAUS	Monthly	FT	\$900.05	\$652.45	\$529.09
CCC	STANISLAUS	Monthly	PT	\$662.06	\$650.91	\$330.11
CCC	STANISLAUS	Weekly	FT	\$220.57	\$162.05	\$139.04
CCC	STANISLAUS	Weekly	PT	\$173.03	\$170.15	\$80.97

CCC	SUTTER	Daily	--	\$52.76	\$37.83	\$32.53
CCC	SUTTER	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	SUTTER	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	SUTTER	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	SUTTER	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	SUTTER	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	TEHAMA	Daily	--	\$52.76	\$37.83	\$32.53
CCC	TEHAMA	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	TEHAMA	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	TEHAMA	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	TEHAMA	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	TEHAMA	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	TRINITY	Daily	--	\$52.76	\$37.83	\$32.53
CCC	TRINITY	Hourly	--	\$8.71	\$6.23	\$7.90
CCC	TRINITY	Monthly	FT	\$889.22	\$643.07	\$527.60
CCC	TRINITY	Monthly	PT	\$659.47	\$633.09	\$328.79
CCC	TRINITY	Weekly	FT	\$209.37	\$159.88	\$138.29
CCC	TRINITY	Weekly	PT	\$172.80	\$156.23	\$79.55
CCC	TULARE	Daily	--	\$57.57	\$37.86	\$32.58
CCC	TULARE	Hourly	--	\$8.72	\$6.24	\$7.89
CCC	TULARE	Monthly	FT	\$896.30	\$643.54	\$527.71
CCC	TULARE	Monthly	PT	\$659.47	\$632.78	\$328.98
CCC	TULARE	Weekly	FT	\$209.52	\$159.92	\$138.32
CCC	TULARE	Weekly	PT	\$172.80	\$156.13	\$79.68
CCC	TUOLUMNE	Daily	--	\$55.28	\$37.89	\$33.02
CCC	TUOLUMNE	Hourly	--	\$8.74	\$6.28	\$7.85
CCC	TUOLUMNE	Monthly	FT	\$898.04	\$643.89	\$528.73
CCC	TUOLUMNE	Monthly	PT	\$673.62	\$630.43	\$335.37
CCC	TUOLUMNE	Weekly	FT	\$212.16	\$159.64	\$138.76
CCC	TUOLUMNE	Weekly	PT	\$173.80	\$155.23	\$87.12
CCC	VENTURA	Daily	--	\$61.50	\$42.75	\$40.20
CCC	VENTURA	Hourly	--	\$9.62	\$7.79	\$8.67
CCC	VENTURA	Monthly	FT	\$1,091.10	\$755.32	\$684.17
CCC	VENTURA	Monthly	PT	\$807.02	\$549.92	\$402.19

CCC	VENTURA	Weekly	FT	\$263.71	\$184.77	\$176.03
CCC	VENTURA	Weekly	PT	\$205.43	\$141.36	\$104.31
CCC	YOLO	Daily	--	\$59.47	\$43.88	\$36.35
CCC	YOLO	Hourly	--	\$9.56	\$6.95	\$8.64
CCC	YOLO	Monthly	FT	\$1,023.52	\$729.60	\$601.03
CCC	YOLO	Monthly	PT	\$699.66	\$566.89	\$388.89
CCC	YOLO	Weekly	FT	\$251.72	\$182.80	\$152.18
CCC	YOLO	Weekly	PT	\$184.33	\$170.43	\$101.49
CCC	YUBA	Daily	--	\$57.56	\$37.91	\$32.64
CCC	YUBA	Hourly	--	\$8.73	\$6.26	\$7.88
CCC	YUBA	Monthly	FT	\$897.31	\$644.25	\$527.88
CCC	YUBA	Monthly	PT	\$659.47	\$632.24	\$329.28
CCC	YUBA	Weekly	FT	\$209.78	\$159.97	\$138.36
CCC	YUBA	Weekly	PT	\$172.80	\$155.95	\$79.89

**Trustlined/Relative Approved Ceilings
CA Senate Approved FY 2011-2012 Rates**

County	Time	FT/PT	Infant	Preschool	School Age
ALAMEDA	Daily	--	\$30.42	\$27.98	\$22.17
ALAMEDA	Monthly	FT	\$514.43	\$484.92	\$379.83
ALAMEDA	Weekly	FT	\$122.83	\$120.23	\$94.52
ALAMEDA	Hourly	PT	\$2.73	\$2.67	\$2.10
ALPINE	Daily	--	\$21.29	\$18.80	\$18.40
ALPINE	Monthly	FT	\$369.97	\$358.06	\$328.90
ALPINE	Weekly	FT	\$91.64	\$84.55	\$80.34
ALPINE	Hourly	PT	\$2.04	\$1.88	\$1.79
AMADOR	Daily	--	\$19.48	\$18.28	\$17.55
AMADOR	Monthly	FT	\$369.85	\$335.29	\$324.25
AMADOR	Weekly	FT	\$91.75	\$81.29	\$79.31
AMADOR	Hourly	PT	\$2.04	\$1.81	\$1.76
BUTTE	Daily	--	\$19.24	\$17.01	\$16.32
BUTTE	Monthly	FT	\$362.42	\$321.51	\$309.28
BUTTE	Weekly	FT	\$87.87	\$78.47	\$76.91
BUTTE	Hourly	PT	\$1.95	\$1.74	\$1.71
CALAVERAS	Daily	--	\$19.33	\$17.91	\$17.05
CALAVERAS	Monthly	FT	\$367.93	\$333.01	\$319.39
CALAVERAS	Weekly	FT	\$90.99	\$80.64	\$78.34
CALAVERAS	Hourly	PT	\$2.02	\$1.79	\$1.74
COLUSA	Daily	--	\$17.79	\$16.96	\$16.14
COLUSA	Monthly	FT	\$341.13	\$321.85	\$308.37
COLUSA	Weekly	FT	\$83.58	\$78.91	\$76.38
COLUSA	Hourly	PT	\$1.86	\$1.75	\$1.70
CONTRA COSTA	Daily	--	\$27.77	\$25.69	\$21.56
CONTRA COSTA	Monthly	FT	\$490.32	\$467.45	\$368.76
CONTRA COSTA	Weekly	FT	\$121.57	\$113.24	\$91.68
CONTRA COSTA	Hourly	PT	\$2.70	\$2.52	\$2.04
DEL NORTE	Daily	--	\$18.32	\$16.17	\$15.77
DEL NORTE	Monthly	FT	\$323.44	\$318.22	\$292.43

DEL NORTE	Weekly	FT	\$78.51	\$77.11	\$73.18
DEL NORTE	Hourly	PT	\$1.74	\$1.71	\$1.63
EL DORADO	Daily	--	\$24.47	\$21.04	\$18.70
EL DORADO	Monthly	FT	\$443.10	\$371.23	\$336.13
EL DORADO	Weekly	FT	\$107.37	\$92.74	\$83.29
EL DORADO	Hourly	PT	\$2.39	\$2.06	\$1.85
FRESNO	Daily	--	\$21.37	\$18.76	\$17.98
FRESNO	Monthly	FT	\$371.38	\$346.79	\$321.33
FRESNO	Weekly	FT	\$92.45	\$85.16	\$79.30
FRESNO	Hourly	PT	\$2.05	\$1.89	\$1.76
GLENN	Daily	--	\$18.32	\$16.68	\$16.16
GLENN	Monthly	FT	\$333.21	\$323.07	\$307.91
GLENN	Weekly	FT	\$82.02	\$78.57	\$75.79
GLENN	Hourly	PT	\$1.82	\$1.75	\$1.68
HUMBOLDT	Daily	--	\$19.25	\$17.58	\$16.63
HUMBOLDT	Monthly	FT	\$363.56	\$324.01	\$314.15
HUMBOLDT	Weekly	FT	\$90.10	\$79.93	\$77.79
HUMBOLDT	Hourly	PT	\$2.00	\$1.78	\$1.73
IMPERIAL	Daily	--	\$18.13	\$16.26	\$15.83
IMPERIAL	Monthly	FT	\$327.01	\$320.54	\$293.36
IMPERIAL	Weekly	FT	\$79.47	\$77.32	\$73.62
IMPERIAL	Hourly	PT	\$1.77	\$1.72	\$1.64
INYO	Daily	--	\$24.16	\$19.18	\$18.37
INYO	Monthly	FT	\$445.69	\$347.76	\$328.65
INYO	Weekly	FT	\$106.87	\$86.58	\$80.28
INYO	Hourly	PT	\$2.37	\$1.92	\$1.78
KERN	Daily	--	\$20.06	\$17.57	\$17.20
KERN	Monthly	FT	\$366.59	\$323.55	\$315.69
KERN	Weekly	FT	\$90.86	\$79.51	\$77.92
KERN	Hourly	PT	\$2.02	\$1.77	\$1.73
KINGS	Daily	--	\$19.28	\$16.73	\$16.93
KINGS	Monthly	FT	\$364.67	\$325.17	\$309.75
KINGS	Weekly	FT	\$90.02	\$77.54	\$76.87
KINGS	Hourly	PT	\$2.00	\$1.72	\$1.71

LAKE	Daily	--	\$18.03	\$16.68	\$16.08
LAKE	Monthly	FT	\$335.26	\$322.12	\$306.70
LAKE	Weekly	FT	\$82.29	\$78.46	\$75.73
LAKE	Hourly	PT	\$1.83	\$1.74	\$1.68
LASSEN	Daily	--	\$18.39	\$16.26	\$15.89
LASSEN	Monthly	FT	\$324.92	\$324.18	\$295.26
LASSEN	Weekly	FT	\$79.17	\$77.43	\$73.71
LASSEN	Hourly	PT	\$1.76	\$1.72	\$1.64
LOS ANGELES	Daily	--	\$25.47	\$24.06	\$20.97
LOS ANGELES	Monthly	FT	\$451.61	\$409.93	\$371.40
LOS ANGELES	Weekly	FT	\$109.99	\$101.99	\$90.78
LOS ANGELES	Hourly	PT	\$2.44	\$2.27	\$2.02
MADERA	Daily	--	\$18.47	\$16.31	\$15.99
MADERA	Monthly	FT	\$327.93	\$324.83	\$300.99
MADERA	Weekly	FT	\$80.10	\$77.52	\$74.14
MADERA	Hourly	PT	\$1.78	\$1.72	\$1.65
MARIN	Daily	--	\$34.97	\$34.12	\$25.20
MARIN	Monthly	FT	\$613.13	\$600.86	\$471.41
MARIN	Weekly	FT	\$152.28	\$150.67	\$120.20
MARIN	Hourly	PT	\$3.38	\$3.35	\$2.67
MARIPOSA	Daily	--	\$18.65	\$16.29	\$16.04
MARIPOSA	Monthly	FT	\$327.81	\$323.29	\$301.31
MARIPOSA	Weekly	FT	\$80.20	\$77.46	\$74.14
MARIPOSA	Hourly	PT	\$1.78	\$1.72	\$1.65
MENDOCINO	Daily	--	\$21.84	\$18.98	\$18.31
MENDOCINO	Monthly	FT	\$402.20	\$361.27	\$328.33
MENDOCINO	Weekly	FT	\$99.33	\$86.80	\$80.22
MENDOCINO	Hourly	PT	\$2.21	\$1.93	\$1.78
MERCED	Daily	--	\$18.74	\$16.38	\$16.20
MERCED	Monthly	FT	\$354.27	\$325.00	\$303.73
MERCED	Weekly	FT	\$82.56	\$77.43	\$74.74
MERCED	Hourly	PT	\$1.83	\$1.72	\$1.66
MODOC	Daily	--	\$18.39	\$16.28	\$15.90
MODOC	Monthly	FT	\$325.27	\$324.11	\$295.82

MODOC	Weekly	FT	\$79.27	\$77.46	\$73.78
MODOC	Hourly	PT	\$1.76	\$1.72	\$1.64
MONO	Daily	--	\$24.72	\$22.13	\$21.09
MONO	Monthly	FT	\$439.19	\$389.62	\$352.41
MONO	Weekly	FT	\$108.67	\$95.94	\$85.65
MONO	Hourly	PT	\$2.41	\$2.13	\$1.90
MONTEREY	Daily	--	\$25.02	\$23.49	\$20.60
MONTEREY	Monthly	FT	\$428.16	\$392.66	\$358.91
MONTEREY	Weekly	FT	\$106.93	\$97.73	\$89.41
MONTEREY	Hourly	PT	\$2.38	\$2.17	\$1.99
NAPA	Daily	--	\$28.15	\$27.19	\$22.13
NAPA	Monthly	FT	\$488.15	\$452.03	\$369.39
NAPA	Weekly	FT	\$121.12	\$111.38	\$92.22
NAPA	Hourly	PT	\$2.69	\$2.48	\$2.05
NEVADA	Daily	--	\$24.00	\$19.43	\$18.74
NEVADA	Monthly	FT	\$421.48	\$365.35	\$336.56
NEVADA	Weekly	FT	\$104.78	\$91.98	\$84.23
NEVADA	Hourly	PT	\$2.33	\$2.04	\$1.87
ORANGE	Daily	--	\$27.67	\$25.46	\$22.10
ORANGE	Monthly	FT	\$488.09	\$451.45	\$378.38
ORANGE	Weekly	FT	\$121.03	\$111.25	\$92.67
ORANGE	Hourly	PT	\$2.69	\$2.47	\$2.06
PLACER	Daily	--	\$24.94	\$24.02	\$19.50
PLACER	Monthly	FT	\$438.02	\$407.39	\$358.41
PLACER	Weekly	FT	\$107.94	\$101.62	\$88.90
PLACER	Hourly	PT	\$2.40	\$2.26	\$1.98
PLUMAS	Daily	--	\$17.68	\$16.43	\$15.90
PLUMAS	Monthly	FT	\$334.55	\$320.19	\$296.18
PLUMAS	Weekly	FT	\$81.36	\$77.74	\$74.81
PLUMAS	Hourly	PT	\$1.81	\$1.73	\$1.66
RIVERSIDE	Daily	--	\$21.88	\$19.93	\$18.23
RIVERSIDE	Monthly	FT	\$392.76	\$367.72	\$331.34
RIVERSIDE	Weekly	FT	\$96.76	\$90.97	\$81.26
RIVERSIDE	Hourly	PT	\$2.15	\$2.02	\$1.81

SACRAMENTO	Daily	--	\$24.19	\$21.81	\$18.78
SACRAMENTO	Monthly	FT	\$422.45	\$383.53	\$346.79
SACRAMENTO	Weekly	FT	\$104.77	\$92.73	\$86.26
SACRAMENTO	Hourly	PT	\$2.33	\$2.06	\$1.92
SAN BENITO	Daily	--	\$24.85	\$22.39	\$21.44
SAN BENITO	Monthly	FT	\$440.15	\$393.19	\$358.79
SAN BENITO	Weekly	FT	\$109.13	\$97.44	\$86.24
SAN BENITO	Hourly	PT	\$2.43	\$2.17	\$1.92
SAN BERNARDINO	Daily	--	\$21.75	\$19.50	\$18.30
SAN BERNARDINO	Monthly	FT	\$393.71	\$367.12	\$333.03
SAN BERNARDINO	Weekly	FT	\$95.62	\$90.64	\$82.91
SAN BERNARDINO	Hourly	PT	\$2.12	\$2.01	\$1.84
SAN DIEGO	Daily	--	\$25.22	\$24.23	\$20.64
SAN DIEGO	Monthly	FT	\$431.24	\$399.45	\$359.79
SAN DIEGO	Weekly	FT	\$107.73	\$98.78	\$88.97
SAN DIEGO	Hourly	PT	\$2.39	\$2.20	\$1.98
SAN FRANCISCO	Daily	--	\$35.63	\$33.64	\$26.17
SAN FRANCISCO	Monthly	FT	\$608.32	\$593.68	\$449.49
SAN FRANCISCO	Weekly	FT	\$150.72	\$144.13	\$122.30
SAN FRANCISCO	Hourly	PT	\$3.35	\$3.20	\$2.72
SAN JOAQUIN	Daily	--	\$22.08	\$19.04	\$18.40
SAN JOAQUIN	Monthly	FT	\$395.41	\$356.05	\$326.91
SAN JOAQUIN	Weekly	FT	\$96.76	\$86.33	\$80.41
SAN JOAQUIN	Hourly	PT	\$2.15	\$1.92	\$1.79
SAN LUIS OBISPO	Daily	--	\$24.30	\$21.18	\$18.94
SAN LUIS OBISPO	Monthly	FT	\$431.20	\$371.80	\$338.98
SAN LUIS OBISPO	Weekly	FT	\$107.14	\$92.73	\$84.98
SAN LUIS OBISPO	Hourly	PT	\$2.38	\$2.06	\$1.89
SAN MATEO	Daily	--	\$33.96	\$31.03	\$26.45
SAN MATEO	Monthly	FT	\$608.30	\$552.27	\$470.11
SAN MATEO	Weekly	FT	\$151.34	\$136.51	\$116.17
SAN MATEO	Hourly	PT	\$3.36	\$3.03	\$2.58
SANTA BARBARA	Daily	--	\$27.14	\$24.43	\$19.58
SANTA BARBARA	Monthly	FT	\$485.73	\$430.96	\$378.87

SANTA BARBARA	Weekly	FT	\$121.64	\$107.80	\$92.78
SANTA BARBARA	Hourly	PT	\$2.70	\$2.40	\$2.06
SANTA CLARA	Daily	--	\$31.34	\$30.28	\$26.46
SANTA CLARA	Monthly	FT	\$569.05	\$529.84	\$486.09
SANTA CLARA	Weekly	FT	\$140.41	\$132.27	\$120.39
SANTA CLARA	Hourly	PT	\$3.12	\$2.94	\$2.68
SANTA CRUZ	Daily	--	\$28.46	\$26.59	\$25.63
SANTA CRUZ	Monthly	FT	\$507.48	\$461.95	\$429.02
SANTA CRUZ	Weekly	FT	\$123.95	\$114.45	\$106.75
SANTA CRUZ	Hourly	PT	\$2.75	\$2.54	\$2.37
SHASTA	Daily	--	\$18.33	\$17.09	\$16.32
SHASTA	Monthly	FT	\$342.39	\$323.06	\$310.70
SHASTA	Weekly	FT	\$84.78	\$79.26	\$76.86
SHASTA	Hourly	PT	\$1.88	\$1.76	\$1.71
SIERRA	Daily	--	\$18.27	\$17.13	\$16.33
SIERRA	Monthly	FT	\$341.85	\$322.91	\$311.18
SIERRA	Weekly	FT	\$84.86	\$79.32	\$76.99
SIERRA	Hourly	PT	\$1.89	\$1.76	\$1.71
SISKIYOU	Daily	--	\$18.88	\$17.26	\$16.43
SISKIYOU	Monthly	FT	\$361.51	\$329.67	\$310.40
SISKIYOU	Weekly	FT	\$86.28	\$79.52	\$77.04
SISKIYOU	Hourly	PT	\$1.92	\$1.77	\$1.71
SOLANO	Daily	--	\$24.57	\$22.39	\$19.11
SOLANO	Monthly	FT	\$427.50	\$388.26	\$337.65
SOLANO	Weekly	FT	\$106.22	\$96.34	\$84.04
SOLANO	Hourly	PT	\$2.36	\$2.14	\$1.87
SONOMA	Daily	--	\$27.85	\$25.86	\$22.15
SONOMA	Monthly	FT	\$489.54	\$453.30	\$381.07
SONOMA	Weekly	FT	\$121.72	\$112.12	\$93.80
SONOMA	Hourly	PT	\$2.70	\$2.49	\$2.08
STANISLAUS	Daily	--	\$20.56	\$17.37	\$16.39
STANISLAUS	Monthly	FT	\$367.20	\$324.52	\$309.78
STANISLAUS	Weekly	FT	\$90.53	\$79.47	\$77.07
STANISLAUS	Hourly	PT	\$2.01	\$1.77	\$1.71

SUTTER	Daily	--	\$18.28	\$16.18	\$15.77
SUTTER	Monthly	FT	\$323.88	\$319.11	\$292.34
SUTTER	Weekly	FT	\$78.62	\$77.11	\$73.21
SUTTER	Hourly	PT	\$1.75	\$1.71	\$1.63
TEHAMA	Daily	--	\$18.41	\$16.17	\$15.80
TEHAMA	Monthly	FT	\$322.89	\$319.29	\$292.94
TEHAMA	Weekly	FT	\$78.44	\$77.16	\$73.23
TEHAMA	Hourly	PT	\$1.74	\$1.71	\$1.63
TRINITY	Daily	--	\$18.02	\$17.12	\$16.26
TRINITY	Monthly	FT	\$343.31	\$322.43	\$310.62
TRINITY	Weekly	FT	\$84.56	\$79.24	\$76.88
TRINITY	Hourly	PT	\$1.88	\$1.76	\$1.71
TULARE	Daily	--	\$18.41	\$16.47	\$16.12
TULARE	Monthly	FT	\$333.46	\$323.17	\$306.26
TULARE	Weekly	FT	\$81.52	\$77.94	\$75.27
TULARE	Hourly	PT	\$1.81	\$1.73	\$1.67
TUOLUMNE	Daily	--	\$18.88	\$17.37	\$16.47
TUOLUMNE	Monthly	FT	\$362.90	\$328.81	\$311.56
TUOLUMNE	Weekly	FT	\$86.65	\$79.72	\$77.35
TUOLUMNE	Hourly	PT	\$1.93	\$1.77	\$1.72
VENTURA	Daily	--	\$25.34	\$24.63	\$20.14
VENTURA	Monthly	FT	\$451.20	\$417.25	\$358.69
VENTURA	Weekly	FT	\$110.66	\$103.99	\$88.74
VENTURA	Hourly	PT	\$2.46	\$2.31	\$1.97
YOLO	Daily	--	\$23.39	\$21.33	\$18.83
YOLO	Monthly	FT	\$393.55	\$372.73	\$361.95
YOLO	Weekly	FT	\$96.85	\$92.06	\$90.34
YOLO	Hourly	PT	\$2.15	\$2.05	\$2.01
YUBA	Daily	--	\$19.12	\$16.48	\$16.09
YUBA	Monthly	FT	\$363.99	\$331.72	\$301.57
YUBA	Weekly	FT	\$87.64	\$78.50	\$74.39
YUBA	Hourly	PT	\$1.95	\$1.74	\$1.65

Facility	2005 Rates			Infant	Preschool	School Age
	County	Time	FT/PT	85th	85th	85th
FCCH	ALAMEDA	Daily	--	\$50.71	\$46.63	\$36.96
FCCH	ALAMEDA	Hourly	--	\$8.83	\$8.60	\$7.42
FCCH	ALAMEDA	Monthly	FT	\$857.38	\$808.20	\$633.05
FCCH	ALAMEDA	Monthly	PT	\$716.72	\$649.83	\$516.50
FCCH	ALAMEDA	Weekly	FT	\$204.72	\$200.39	\$157.54
FCCH	ALAMEDA	Weekly	PT	\$189.43	\$166.04	\$132.13
FCCH	ALPINE	Daily	--	\$35.48	\$31.33	\$30.67
FCCH	ALPINE	Hourly	--	\$6.13	\$5.63	\$5.55
FCCH	ALPINE	Monthly	FT	\$616.62	\$596.77	\$548.16
FCCH	ALPINE	Monthly	PT	\$509.11	\$471.49	\$339.32
FCCH	ALPINE	Weekly	FT	\$152.74	\$140.92	\$133.90
FCCH	ALPINE	Weekly	PT	\$146.62	\$127.59	\$96.19
FCCH	AMADOR	Daily	--	\$32.46	\$30.46	\$29.24
FCCH	AMADOR	Hourly	--	\$5.89	\$5.61	\$5.36
FCCH	AMADOR	Monthly	FT	\$616.41	\$558.82	\$540.41
FCCH	AMADOR	Monthly	PT	\$507.29	\$428.31	\$370.16
FCCH	AMADOR	Weekly	FT	\$152.91	\$135.48	\$132.19
FCCH	AMADOR	Weekly	PT	\$143.41	\$124.29	\$96.92
FCCH	BUTTE	Daily	--	\$32.06	\$28.34	\$27.20
FCCH	BUTTE	Hourly	--	\$5.85	\$5.60	\$5.41
FCCH	BUTTE	Monthly	FT	\$604.03	\$535.84	\$515.46
FCCH	BUTTE	Monthly	PT	\$487.90	\$414.76	\$400.27
FCCH	BUTTE	Weekly	FT	\$146.45	\$130.79	\$128.18
FCCH	BUTTE	Weekly	PT	\$124.13	\$104.41	\$97.84
FCCH	CALAVERAS	Daily	--	\$32.22	\$29.85	\$28.42
FCCH	CALAVERAS	Hourly	--	\$5.82	\$5.57	\$5.33
FCCH	CALAVERAS	Monthly	FT	\$613.21	\$555.01	\$532.32
FCCH	CALAVERAS	Monthly	PT	\$505.11	\$424.70	\$400.44
FCCH	CALAVERAS	Weekly	FT	\$151.65	\$134.40	\$130.56
FCCH	CALAVERAS	Weekly	PT	\$137.99	\$109.83	\$98.71
FCCH	COLUSA	Daily	--	\$29.66	\$28.26	\$26.90

FCCH	COLUSA	Hourly	--	\$5.45	\$5.28	\$4.94
FCCH	COLUSA	Monthly	FT	\$568.55	\$536.42	\$513.95
FCCH	COLUSA	Monthly	PT	\$460.47	\$412.93	\$397.45
FCCH	COLUSA	Weekly	FT	\$139.31	\$131.52	\$127.30
FCCH	COLUSA	Weekly	PT	\$116.78	\$105.03	\$97.45
FCCH	CONTRA COSTA	Daily	--	\$46.28	\$42.82	\$35.93
FCCH	CONTRA COSTA	Hourly	--	\$8.36	\$8.05	\$6.92
FCCH	CONTRA COSTA	Monthly	FT	\$817.21	\$779.09	\$614.60
FCCH	CONTRA COSTA	Monthly	PT	\$710.68	\$624.24	\$505.58
FCCH	CONTRA COSTA	Weekly	FT	\$202.62	\$188.74	\$152.80
FCCH	CONTRA COSTA	Weekly	PT	\$186.14	\$153.20	\$127.79
FCCH	DEL NORTE	Daily	--	\$30.53	\$26.95	\$26.29
FCCH	DEL NORTE	Hourly	--	\$5.60	\$5.37	\$5.36
FCCH	DEL NORTE	Monthly	FT	\$539.07	\$530.37	\$487.38
FCCH	DEL NORTE	Monthly	PT	\$442.72	\$400.64	\$420.77
FCCH	DEL NORTE	Weekly	FT	\$130.86	\$128.51	\$121.97
FCCH	DEL NORTE	Weekly	PT	\$107.57	\$103.13	\$98.65
FCCH	EL DORADO	Daily	--	\$40.78	\$35.07	\$31.16
FCCH	EL DORADO	Hourly	--	\$7.27	\$6.32	\$5.78
FCCH	EL DORADO	Monthly	FT	\$738.50	\$618.71	\$560.21
FCCH	EL DORADO	Monthly	PT	\$576.46	\$468.98	\$496.80
FCCH	EL DORADO	Weekly	FT	\$178.95	\$154.56	\$138.82
FCCH	EL DORADO	Weekly	PT	\$151.19	\$124.06	\$126.97
FCCH	FRESNO	Daily	--	\$35.61	\$31.27	\$29.96
FCCH	FRESNO	Hourly	--	\$6.42	\$5.79	\$5.64
FCCH	FRESNO	Monthly	FT	\$618.97	\$577.98	\$535.55
FCCH	FRESNO	Monthly	PT	\$490.47	\$445.78	\$407.44
FCCH	FRESNO	Weekly	FT	\$154.08	\$141.93	\$132.16
FCCH	FRESNO	Weekly	PT	\$129.41	\$113.07	\$102.14
FCCH	GLENN	Daily	--	\$30.54	\$27.80	\$26.93
FCCH	GLENN	Hourly	--	\$5.57	\$5.42	\$5.29
FCCH	GLENN	Monthly	FT	\$555.35	\$538.45	\$513.18
FCCH	GLENN	Monthly	PT	\$474.31	\$417.46	\$401.15
FCCH	GLENN	Weekly	FT	\$136.69	\$130.95	\$126.32

FCCH	GLENN	Weekly	PT	\$124.37	\$104.34	\$97.78
FCCH	HUMBOLDT	Daily	--	\$32.08	\$29.31	\$27.72
FCCH	HUMBOLDT	Hourly	--	\$5.80	\$5.50	\$5.36
FCCH	HUMBOLDT	Monthly	FT	\$605.93	\$540.01	\$523.59
FCCH	HUMBOLDT	Monthly	PT	\$479.59	\$424.17	\$400.06
FCCH	HUMBOLDT	Weekly	FT	\$150.17	\$133.21	\$129.64
FCCH	HUMBOLDT	Weekly	PT	\$129.40	\$108.72	\$98.31
FCCH	IMPERIAL	Daily	--	\$30.22	\$27.10	\$26.38
FCCH	IMPERIAL	Hourly	--	\$5.56	\$5.32	\$5.27
FCCH	IMPERIAL	Monthly	FT	\$545.02	\$534.23	\$488.94
FCCH	IMPERIAL	Monthly	PT	\$455.15	\$399.84	\$413.00
FCCH	IMPERIAL	Weekly	FT	\$132.45	\$128.86	\$122.70
FCCH	IMPERIAL	Weekly	PT	\$107.22	\$103.10	\$98.49
FCCH	INYO	Daily	--	\$40.27	\$31.96	\$30.62
FCCH	INYO	Hourly	--	\$7.12	\$5.89	\$5.53
FCCH	INYO	Monthly	FT	\$742.82	\$579.60	\$547.75
FCCH	INYO	Monthly	PT	\$572.14	\$436.98	\$479.42
FCCH	INYO	Weekly	FT	\$178.12	\$144.30	\$133.81
FCCH	INYO	Weekly	PT	\$139.71	\$114.26	\$122.63
FCCH	KERN	Daily	--	\$33.43	\$29.28	\$28.66
FCCH	KERN	Hourly	--	\$5.99	\$5.62	\$5.52
FCCH	KERN	Monthly	FT	\$610.99	\$539.25	\$526.15
FCCH	KERN	Monthly	PT	\$483.64	\$420.88	\$403.12
FCCH	KERN	Weekly	FT	\$151.44	\$132.51	\$129.86
FCCH	KERN	Weekly	PT	\$123.91	\$105.72	\$100.40
FCCH	KINGS	Daily	--	\$32.13	\$27.88	\$28.22
FCCH	KINGS	Hourly	--	\$5.88	\$5.58	\$5.52
FCCH	KINGS	Monthly	FT	\$607.79	\$541.95	\$516.24
FCCH	KINGS	Monthly	PT	\$475.06	\$402.71	\$428.87
FCCH	KINGS	Weekly	FT	\$150.03	\$129.24	\$128.12
FCCH	KINGS	Weekly	PT	\$120.32	\$103.31	\$102.04
FCCH	LAKE	Daily	--	\$30.05	\$27.80	\$26.80
FCCH	LAKE	Hourly	--	\$5.51	\$5.33	\$5.13
FCCH	LAKE	Monthly	FT	\$558.77	\$536.87	\$511.17

FCCH	LAKE	Monthly	PT	\$461.79	\$410.89	\$401.41
FCCH	LAKE	Weekly	FT	\$137.14	\$130.77	\$126.22
FCCH	LAKE	Weekly	PT	\$115.49	\$104.07	\$97.83
FCCH	LASSEN	Daily	--	\$30.65	\$27.10	\$26.48
FCCH	LASSEN	Hourly	--	\$5.61	\$5.40	\$5.37
FCCH	LASSEN	Monthly	FT	\$541.54	\$540.30	\$492.09
FCCH	LASSEN	Monthly	PT	\$466.85	\$405.63	\$413.08
FCCH	LASSEN	Weekly	FT	\$131.94	\$129.04	\$122.85
FCCH	LASSEN	Weekly	PT	\$108.78	\$103.40	\$98.50
FCCH	LOS ANGELES	Daily	--	\$42.45	\$40.09	\$34.96
FCCH	LOS ANGELES	Hourly	--	\$8.14	\$7.45	\$6.67
FCCH	LOS ANGELES	Monthly	FT	\$752.69	\$683.21	\$619.00
FCCH	LOS ANGELES	Monthly	PT	\$634.74	\$584.37	\$502.11
FCCH	LOS ANGELES	Weekly	FT	\$183.32	\$169.99	\$151.30
FCCH	LOS ANGELES	Weekly	PT	\$165.35	\$144.69	\$126.19
FCCH	MADERA	Daily	--	\$30.78	\$27.19	\$26.65
FCCH	MADERA	Hourly	--	\$5.62	\$5.38	\$5.34
FCCH	MADERA	Monthly	FT	\$546.55	\$541.38	\$501.65
FCCH	MADERA	Monthly	PT	\$469.12	\$403.30	\$411.00
FCCH	MADERA	Weekly	FT	\$133.49	\$129.20	\$123.57
FCCH	MADERA	Weekly	PT	\$109.83	\$103.34	\$98.41
FCCH	MARIN	Daily	--	\$58.28	\$56.87	\$42.00
FCCH	MARIN	Hourly	--	\$10.33	\$10.28	\$8.04
FCCH	MARIN	Monthly	FT	\$1,021.88	\$1,001.43	\$785.69
FCCH	MARIN	Monthly	PT	\$782.98	\$793.97	\$592.16
FCCH	MARIN	Weekly	FT	\$253.80	\$251.12	\$200.33
FCCH	MARIN	Weekly	PT	\$207.80	\$203.63	\$137.58
FCCH	MARIPOSA	Daily	--	\$31.09	\$27.16	\$26.74
FCCH	MARIPOSA	Hourly	--	\$5.66	\$5.40	\$5.38
FCCH	MARIPOSA	Monthly	FT	\$546.35	\$538.82	\$502.19
FCCH	MARIPOSA	Monthly	PT	\$472.89	\$402.64	\$415.90
FCCH	MARIPOSA	Weekly	FT	\$133.66	\$129.10	\$123.56
FCCH	MARIPOSA	Weekly	PT	\$115.82	\$103.30	\$98.46
FCCH	MENDOCINO	Daily	--	\$36.39	\$31.63	\$30.52

FCCH	MENDOCINO	Hourly	--	\$6.47	\$5.76	\$5.52
FCCH	MENDOCINO	Monthly	FT	\$670.33	\$602.11	\$547.21
FCCH	MENDOCINO	Monthly	PT	\$530.74	\$461.17	\$444.49
FCCH	MENDOCINO	Weekly	FT	\$165.55	\$144.66	\$133.69
FCCH	MENDOCINO	Weekly	PT	\$146.83	\$123.24	\$107.47
FCCH	MERCED	Daily	--	\$31.23	\$27.29	\$27.00
FCCH	MERCED	Hourly	--	\$5.71	\$5.44	\$5.41
FCCH	MERCED	Monthly	FT	\$590.46	\$541.67	\$506.22
FCCH	MERCED	Monthly	PT	\$463.64	\$400.35	\$425.58
FCCH	MERCED	Weekly	FT	\$137.60	\$129.06	\$124.56
FCCH	MERCED	Weekly	PT	\$109.50	\$103.22	\$99.75
FCCH	MODOC	Daily	--	\$30.64	\$27.13	\$26.50
FCCH	MODOC	Hourly	--	\$5.61	\$5.40	\$5.37
FCCH	MODOC	Monthly	FT	\$542.11	\$540.18	\$493.03
FCCH	MODOC	Monthly	PT	\$469.20	\$406.03	\$411.83
FCCH	MODOC	Weekly	FT	\$132.11	\$129.11	\$122.97
FCCH	MODOC	Weekly	PT	\$108.90	\$103.42	\$98.47
FCCH	MONO	Daily	--	\$41.20	\$36.88	\$35.14
FCCH	MONO	Hourly	--	\$7.62	\$6.74	\$6.14
FCCH	MONO	Monthly	FT	\$731.98	\$649.37	\$587.35
FCCH	MONO	Monthly	PT	\$561.82	\$506.35	\$478.29
FCCH	MONO	Weekly	FT	\$181.12	\$159.90	\$142.74
FCCH	MONO	Weekly	PT	\$148.48	\$129.28	\$117.32
FCCH	MONTEREY	Daily	--	\$41.71	\$39.16	\$34.33
FCCH	MONTEREY	Hourly	--	\$7.83	\$7.26	\$6.38
FCCH	MONTEREY	Monthly	FT	\$713.59	\$654.43	\$598.19
FCCH	MONTEREY	Monthly	PT	\$578.43	\$537.63	\$460.36
FCCH	MONTEREY	Weekly	FT	\$178.21	\$162.89	\$149.02
FCCH	MONTEREY	Weekly	PT	\$152.36	\$134.12	\$105.53
FCCH	NAPA	Daily	--	\$46.92	\$45.32	\$36.89
FCCH	NAPA	Hourly	--	\$8.61	\$8.31	\$7.46
FCCH	NAPA	Monthly	FT	\$813.58	\$753.38	\$615.65
FCCH	NAPA	Monthly	PT	\$715.35	\$625.83	\$522.67
FCCH	NAPA	Weekly	FT	\$201.87	\$185.64	\$153.71

FCCH	NAPA	Weekly	PT	\$188.04	\$148.77	\$133.93
FCCH	NEVADA	Daily	--	\$39.99	\$32.39	\$31.24
FCCH	NEVADA	Hourly	--	\$7.36	\$6.14	\$5.89
FCCH	NEVADA	Monthly	FT	\$702.46	\$608.91	\$560.94
FCCH	NEVADA	Monthly	PT	\$569.46	\$448.33	\$500.19
FCCH	NEVADA	Weekly	FT	\$174.63	\$153.30	\$140.39
FCCH	NEVADA	Weekly	PT	\$150.01	\$120.89	\$127.53
FCCH	ORANGE	Daily	--	\$46.12	\$42.44	\$36.84
FCCH	ORANGE	Hourly	--	\$8.46	\$8.04	\$7.34
FCCH	ORANGE	Monthly	FT	\$813.48	\$752.41	\$630.63
FCCH	ORANGE	Monthly	PT	\$715.20	\$631.32	\$526.03
FCCH	ORANGE	Weekly	FT	\$201.71	\$185.41	\$154.45
FCCH	ORANGE	Weekly	PT	\$187.60	\$149.50	\$133.78
FCCH	PLACER	Daily	--	\$41.56	\$40.03	\$32.50
FCCH	PLACER	Hourly	--	\$7.57	\$7.14	\$6.15
FCCH	PLACER	Monthly	FT	\$730.04	\$678.98	\$597.35
FCCH	PLACER	Monthly	PT	\$591.75	\$551.19	\$469.49
FCCH	PLACER	Weekly	FT	\$179.90	\$169.37	\$148.16
FCCH	PLACER	Weekly	PT	\$165.78	\$141.84	\$117.26
FCCH	PLUMAS	Daily	--	\$29.47	\$27.38	\$26.50
FCCH	PLUMAS	Hourly	--	\$5.47	\$5.19	\$4.98
FCCH	PLUMAS	Monthly	FT	\$557.59	\$533.64	\$493.63
FCCH	PLUMAS	Monthly	PT	\$452.59	\$399.08	\$404.75
FCCH	PLUMAS	Weekly	FT	\$135.60	\$129.57	\$124.68
FCCH	PLUMAS	Weekly	PT	\$105.46	\$102.92	\$98.18
FCCH	RIVERSIDE	Daily	--	\$36.47	\$33.21	\$30.38
FCCH	RIVERSIDE	Hourly	--	\$6.61	\$6.08	\$5.66
FCCH	RIVERSIDE	Monthly	FT	\$654.59	\$612.86	\$552.23
FCCH	RIVERSIDE	Monthly	PT	\$542.66	\$470.89	\$411.13
FCCH	RIVERSIDE	Weekly	FT	\$161.26	\$151.61	\$135.43
FCCH	RIVERSIDE	Weekly	PT	\$136.72	\$122.41	\$101.70
FCCH	SACRAMENTO	Daily	--	\$40.31	\$36.35	\$31.30
FCCH	SACRAMENTO	Hourly	--	\$7.12	\$6.70	\$5.89
FCCH	SACRAMENTO	Monthly	FT	\$704.08	\$639.22	\$577.98

FCCH	SACRAMENTO	Monthly	PT	\$575.19	\$522.01	\$443.38
FCCH	SACRAMENTO	Weekly	FT	\$174.62	\$154.54	\$143.76
FCCH	SACRAMENTO	Weekly	PT	\$153.19	\$130.73	\$103.76
FCCH	SAN BENITO	Daily	--	\$41.42	\$37.32	\$35.74
FCCH	SAN BENITO	Hourly	--	\$7.70	\$6.87	\$6.31
FCCH	SAN BENITO	Monthly	FT	\$733.58	\$655.32	\$597.99
FCCH	SAN BENITO	Monthly	PT	\$565.10	\$509.48	\$478.28
FCCH	SAN BENITO	Weekly	FT	\$181.88	\$162.40	\$143.73
FCCH	SAN BENITO	Weekly	PT	\$148.99	\$129.85	\$117.31
FCCH	SAN BERNARDINO	Daily	--	\$36.25	\$32.50	\$30.49
FCCH	SAN BERNARDINO	Hourly	--	\$6.56	\$5.96	\$5.66
FCCH	SAN BERNARDINO	Monthly	FT	\$656.19	\$611.87	\$555.05
FCCH	SAN BERNARDINO	Monthly	PT	\$548.10	\$470.72	\$409.76
FCCH	SAN BERNARDINO	Weekly	FT	\$159.37	\$151.07	\$138.18
FCCH	SAN BERNARDINO	Weekly	PT	\$141.42	\$122.98	\$101.54
FCCH	SAN DIEGO	Daily	--	\$42.03	\$40.39	\$34.41
FCCH	SAN DIEGO	Hourly	--	\$7.86	\$7.35	\$6.49
FCCH	SAN DIEGO	Monthly	FT	\$718.73	\$665.75	\$599.65
FCCH	SAN DIEGO	Monthly	PT	\$603.55	\$545.92	\$482.33
FCCH	SAN DIEGO	Weekly	FT	\$179.54	\$164.64	\$148.29
FCCH	SAN DIEGO	Weekly	PT	\$154.35	\$134.83	\$116.64
FCCH	SAN FRANCISCO	Daily	--	\$59.38	\$56.07	\$43.61
FCCH	SAN FRANCISCO	Hourly	--	\$10.69	\$10.08	\$9.40
FCCH	SAN FRANCISCO	Monthly	FT	\$1,013.87	\$989.47	\$749.16
FCCH	SAN FRANCISCO	Monthly	PT	\$767.92	\$794.90	\$545.24
FCCH	SAN FRANCISCO	Weekly	FT	\$251.19	\$240.22	\$203.83
FCCH	SAN FRANCISCO	Weekly	PT	\$202.98	\$203.34	\$135.81
FCCH	SAN JOAQUIN	Daily	--	\$36.80	\$31.74	\$30.67
FCCH	SAN JOAQUIN	Hourly	--	\$6.72	\$5.86	\$5.69
FCCH	SAN JOAQUIN	Monthly	FT	\$659.01	\$593.41	\$544.85
FCCH	SAN JOAQUIN	Monthly	PT	\$526.71	\$439.35	\$447.80
FCCH	SAN JOAQUIN	Weekly	FT	\$161.26	\$143.88	\$134.02
FCCH	SAN JOAQUIN	Weekly	PT	\$137.16	\$113.88	\$104.61
FCCH	SAN LUIS OBISPO	Daily	--	\$40.50	\$35.30	\$31.57

FCCH	SAN LUIS OBISPO	Hourly	--	\$7.31	\$6.35	\$5.87
FCCH	SAN LUIS OBISPO	Monthly	FT	\$718.67	\$619.66	\$564.97
FCCH	SAN LUIS OBISPO	Monthly	PT	\$571.41	\$479.37	\$500.21
FCCH	SAN LUIS OBISPO	Weekly	FT	\$178.57	\$154.54	\$141.64
FCCH	SAN LUIS OBISPO	Weekly	PT	\$149.79	\$126.77	\$124.65
FCCH	SAN MATEO	Daily	--	\$56.61	\$51.71	\$44.09
FCCH	SAN MATEO	Hourly	--	\$10.16	\$9.55	\$8.27
FCCH	SAN MATEO	Monthly	FT	\$1,013.84	\$920.45	\$783.51
FCCH	SAN MATEO	Monthly	PT	\$782.68	\$744.53	\$572.12
FCCH	SAN MATEO	Weekly	FT	\$252.23	\$227.52	\$193.62
FCCH	SAN MATEO	Weekly	PT	\$204.84	\$200.03	\$136.81
FCCH	SANTA BARBARA	Daily	--	\$45.24	\$40.71	\$32.63
FCCH	SANTA BARBARA	Hourly	--	\$8.37	\$7.66	\$6.14
FCCH	SANTA BARBARA	Monthly	FT	\$809.56	\$718.26	\$631.45
FCCH	SANTA BARBARA	Monthly	PT	\$643.76	\$566.11	\$485.77
FCCH	SANTA BARBARA	Weekly	FT	\$202.74	\$179.66	\$154.63
FCCH	SANTA BARBARA	Weekly	PT	\$168.60	\$139.46	\$121.73
FCCH	SANTA CLARA	Daily	--	\$52.23	\$50.47	\$44.11
FCCH	SANTA CLARA	Hourly	--	\$9.33	\$8.96	\$8.24
FCCH	SANTA CLARA	Monthly	FT	\$948.42	\$883.06	\$810.15
FCCH	SANTA CLARA	Monthly	PT	\$739.52	\$716.26	\$558.14
FCCH	SANTA CLARA	Weekly	FT	\$234.02	\$220.45	\$200.65
FCCH	SANTA CLARA	Weekly	PT	\$193.89	\$182.50	\$132.86
FCCH	SANTA CRUZ	Daily	--	\$47.44	\$44.32	\$42.71
FCCH	SANTA CRUZ	Hourly	--	\$8.73	\$8.44	\$7.98
FCCH	SANTA CRUZ	Monthly	FT	\$845.80	\$769.91	\$715.03
FCCH	SANTA CRUZ	Monthly	PT	\$644.67	\$634.49	\$500.86
FCCH	SANTA CRUZ	Weekly	FT	\$206.58	\$190.75	\$177.92
FCCH	SANTA CRUZ	Weekly	PT	\$169.60	\$160.42	\$125.31
FCCH	SHASTA	Daily	--	\$30.55	\$28.49	\$27.19
FCCH	SHASTA	Hourly	--	\$5.55	\$5.43	\$5.19
FCCH	SHASTA	Monthly	FT	\$570.66	\$538.44	\$517.84
FCCH	SHASTA	Monthly	PT	\$477.69	\$421.29	\$389.64
FCCH	SHASTA	Weekly	FT	\$141.29	\$132.10	\$128.10

FCCH	SHASTA	Weekly	PT	\$127.90	\$106.50	\$97.10
FCCH	SIERRA	Daily	--	\$30.44	\$28.55	\$27.21
FCCH	SIERRA	Hourly	--	\$5.53	\$5.43	\$5.18
FCCH	SIERRA	Monthly	FT	\$569.75	\$538.19	\$518.64
FCCH	SIERRA	Monthly	PT	\$478.28	\$421.73	\$386.94
FCCH	SIERRA	Weekly	FT	\$141.43	\$132.20	\$128.32
FCCH	SIERRA	Weekly	PT	\$128.35	\$107.08	\$96.92
FCCH	SISKIYOU	Daily	--	\$31.47	\$28.77	\$27.38
FCCH	SISKIYOU	Hourly	--	\$5.69	\$5.45	\$5.28
FCCH	SISKIYOU	Monthly	FT	\$602.52	\$549.44	\$517.34
FCCH	SISKIYOU	Monthly	PT	\$487.41	\$420.05	\$385.22
FCCH	SISKIYOU	Weekly	FT	\$143.80	\$132.53	\$128.40
FCCH	SISKIYOU	Weekly	PT	\$131.76	\$104.89	\$97.39
FCCH	SOLANO	Daily	--	\$40.96	\$37.31	\$31.85
FCCH	SOLANO	Hourly	--	\$7.18	\$6.91	\$5.94
FCCH	SOLANO	Monthly	FT	\$712.50	\$647.09	\$562.74
FCCH	SOLANO	Monthly	PT	\$574.21	\$522.62	\$462.13
FCCH	SOLANO	Weekly	FT	\$177.04	\$160.57	\$140.07
FCCH	SOLANO	Weekly	PT	\$150.18	\$131.99	\$106.31
FCCH	SONOMA	Daily	--	\$46.42	\$43.10	\$36.92
FCCH	SONOMA	Hourly	--	\$8.55	\$7.99	\$7.48
FCCH	SONOMA	Monthly	FT	\$815.90	\$755.50	\$635.12
FCCH	SONOMA	Monthly	PT	\$716.94	\$621.03	\$517.82
FCCH	SONOMA	Weekly	FT	\$202.87	\$186.87	\$156.33
FCCH	SONOMA	Weekly	PT	\$189.98	\$151.09	\$132.54
FCCH	STANISLAUS	Daily	--	\$34.26	\$28.95	\$27.32
FCCH	STANISLAUS	Hourly	--	\$6.08	\$5.72	\$5.53
FCCH	STANISLAUS	Monthly	FT	\$612.00	\$540.86	\$516.30
FCCH	STANISLAUS	Monthly	PT	\$495.06	\$422.05	\$402.04
FCCH	STANISLAUS	Weekly	FT	\$150.88	\$132.44	\$128.46
FCCH	STANISLAUS	Weekly	PT	\$124.92	\$105.18	\$97.85
FCCH	SUTTER	Daily	--	\$30.46	\$26.96	\$26.29
FCCH	SUTTER	Hourly	--	\$5.59	\$5.35	\$5.34
FCCH	SUTTER	Monthly	FT	\$539.80	\$531.84	\$487.24

FCCH	SUTTER	Monthly	PT	\$455.92	\$399.96	\$430.16
FCCH	SUTTER	Weekly	FT	\$131.04	\$128.51	\$122.01
FCCH	SUTTER	Weekly	PT	\$107.38	\$103.09	\$98.64
FCCH	TEHAMA	Daily	--	\$30.68	\$26.95	\$26.33
FCCH	TEHAMA	Hourly	--	\$5.62	\$5.40	\$5.39
FCCH	TEHAMA	Monthly	FT	\$538.16	\$532.16	\$488.24
FCCH	TEHAMA	Monthly	PT	\$452.49	\$402.99	\$420.77
FCCH	TEHAMA	Weekly	FT	\$130.74	\$128.60	\$122.05
FCCH	TEHAMA	Weekly	PT	\$108.07	\$103.23	\$98.65
FCCH	TRINITY	Daily	--	\$30.03	\$28.53	\$27.10
FCCH	TRINITY	Hourly	--	\$5.48	\$5.36	\$4.99
FCCH	TRINITY	Monthly	FT	\$572.19	\$537.38	\$517.70
FCCH	TRINITY	Monthly	PT	\$469.94	\$420.29	\$390.21
FCCH	TRINITY	Weekly	FT	\$140.94	\$132.06	\$128.13
FCCH	TRINITY	Weekly	PT	\$123.67	\$106.81	\$97.04
FCCH	TULARE	Daily	--	\$30.69	\$27.45	\$26.87
FCCH	TULARE	Hourly	--	\$5.61	\$5.41	\$5.32
FCCH	TULARE	Monthly	FT	\$555.77	\$538.61	\$510.44
FCCH	TULARE	Monthly	PT	\$470.41	\$409.82	\$404.96
FCCH	TULARE	Weekly	FT	\$135.86	\$129.89	\$125.45
FCCH	TULARE	Weekly	PT	\$116.26	\$103.77	\$98.60
FCCH	TUOLUMNE	Daily	--	\$31.46	\$28.95	\$27.44
FCCH	TUOLUMNE	Hourly	--	\$5.68	\$5.48	\$5.28
FCCH	TUOLUMNE	Monthly	FT	\$604.83	\$548.02	\$519.27
FCCH	TUOLUMNE	Monthly	PT	\$500.30	\$422.10	\$386.47
FCCH	TUOLUMNE	Weekly	FT	\$144.42	\$132.87	\$128.92
FCCH	TUOLUMNE	Weekly	PT	\$132.75	\$106.91	\$97.42
FCCH	VENTURA	Daily	--	\$42.24	\$41.06	\$33.57
FCCH	VENTURA	Hourly	--	\$7.82	\$7.47	\$6.59
FCCH	VENTURA	Monthly	FT	\$752.00	\$695.41	\$597.82
FCCH	VENTURA	Monthly	PT	\$595.32	\$580.97	\$482.40
FCCH	VENTURA	Weekly	FT	\$184.44	\$173.31	\$147.90
FCCH	VENTURA	Weekly	PT	\$162.02	\$143.38	\$125.31
FCCH	YOLO	Daily	--	\$38.98	\$35.55	\$31.39

FCCH	YOLO	Hourly	--	\$6.96	\$6.60	\$5.79
FCCH	YOLO	Monthly	FT	\$655.92	\$621.22	\$603.25
FCCH	YOLO	Monthly	PT	\$565.47	\$496.00	\$409.30
FCCH	YOLO	Weekly	FT	\$161.42	\$153.43	\$150.56
FCCH	YOLO	Weekly	PT	\$148.60	\$126.99	\$102.65
FCCH	YUBA	Daily	--	\$31.87	\$27.46	\$26.82
FCCH	YUBA	Hourly	--	\$5.81	\$5.51	\$5.42
FCCH	YUBA	Monthly	FT	\$606.65	\$552.87	\$502.62
FCCH	YUBA	Monthly	PT	\$478.50	\$410.87	\$432.87
FCCH	YUBA	Weekly	FT	\$146.06	\$130.84	\$123.99
FCCH	YUBA	Weekly	PT	\$118.32	\$103.65	\$98.96

Attachment 2.7.4

VII. ANALYSIS

The 2009 Market Rate Survey repeated the methodology used in the 2005 and 2007 surveys. The differences in rates between the 2009 Market Rate Survey and the 2007 Market Rate Surveys are due to a general increase in childcare rates and differences in the distribution of children across various market profiles. For most counties, the increase in the 85th percentile from the 2007 Market Rate Survey to the 2009 Market Rate Survey is expected given the upward trend in childcare costs.

A. COMPARISONS TO THE 2007 REIMBURSEMENT CEILINGS

Overall, 2009 Market Rate Survey indicates that the cost of childcare for parents (i.e. the rates charged by providers) has increased throughout the state. The average county increased by an average of 10 percent for infants in LCCs and 3 percent LFCHs. For pre-schoolers, the average county increased by 12 percent for in LCCs and 7 percent in LFCHs. For school-age children, the average increase was 2 percent in LCCs and 5 percent in LFCHs.

Table 7.1a: 2009 and 2007 County Comparison for LCC Full-time Monthly 85th Percentile

	2009 Mean County	2007 Mean County	Average Difference	Average Percent Increase	Minimum Difference	Maximum Difference
Infant	1282.03	1155.92	126.11	9.8%	-118.89	275.38
Pre-school	900.71	793.30	107.41	11.9%	-39.51	208.71
School-age	663.69	653.09	10.60	1.6%	-407.35	141.52

Table 7.1b: 2009 and 2007 County Comparison for LFCH Full-time Weekly 85th Percentile

	2009 Mean County	2007 Mean County	Average Difference	Average Percent Increase	Minimum	Maximum
Infant	195.16	188.50	5.98	3.1%	-35.77	38.28
Pre-school	184.98	170.64	13.56	7.3%	-14.53	46.99
School-age	157.38	149.57	7.38	4.7%	-23.19	47.19

CV = Coefficient of variation, the standard deviation of the county 85th percentiles relative to the mean.

Most counties saw an increase in the 85th percentile. The five largest percentage increases are listed below for each age group. For LCCs, the rankings are based on monthly rates and for LFCHs, the rates are based on weekly rates. Some notable observations include:

Table 7.2a. The Five Counties with the Smallest Increase

LCC Monthly Rates				LFCH Weekly Rates			
Infant	2007	2009	%Diff	Infant	2007	2009	%Diff
Yolo	1499.29	1386.58	-7.5%	Alpine	285.80	250.03	-12.5%
Alpine	1686.28	1567.39	-7.1%	Inyo	196.44	183.50	-6.6%
Nevada	1228.38	1154.86	-6.0%	Sierra	161.91	154.98	-4.3%
Ventura	1249.61	1182.85	-5.3%	Trinity	161.68	154.98	-4.1%
Contra Costa	1564.54	1484.79	-5.1%	Mendocino	196.78	190.27	-3.3%
Pre-School				Pre-School			
Ventura	892.59	853.07	-4.4%	Alpine	250.89	236.37	-5.8%

LCC Monthly Rates			
Infant	2007	2009	%Diff
Placer	831.48	824.27	-0.9%
Marin	1259.06	1249.99	-0.7%
Yolo	962.6	956.24	-0.7%
San Mateo	1200.86	1197.25	-0.3%
School-Age			
Humboldt	1001.01	593.66	-40.7%
Lake	853.23	593.66	-30.4%
Butte	846.43	593.66	-29.9%
Alpine	829.38	701.73	-15.4%
Santa Barbara	900.64	775.71	-13.9%

LFCH Weekly Rates			
Infant	2007	2009	%Diff
Sacramento	180.22	178.08	-1.2%
Placer	191.03	191.25	0.1%
Trinity	151.53	152.40	0.6%
Sierra	151.51	152.40	0.6%
School-Age			
Alpine	188.10	164.91	-12.3%
Sonoma	176.43	163.56	-7.3%
Napa	173.48	161.71	-6.8%
Contra Costa	169.72	158.84	-6.4%
Alameda	178.07	167.26	-6.1%

Table 7.2b. The Five Counties with the Largest Increase

LCC Monthly Rates			
Infant	2007	2009	%Diff
Modoc	945.42	1220.80	29.1%
Sutter	945.42	1220.80	29.1%
Colusa	945.42	1220.80	29.1%
Inyo	945.42	1220.80	29.1%
Lassen	945.42	1220.80	29.1%
Pre School			
Sutter	654.72	863.43	31.9%
Colusa	654.72	863.43	31.9%
Tehama	654.72	863.43	31.9%
Mariposa	654.72	863.43	31.9%
Del Norte	654.72	863.43	31.9%
School Age			
Kings	490.99	618.98	26.1%
San Benito	565.92	691.09	22.1%
Mono	558.03	673.90	20.8%
Amador	508.83	604.68	18.8%
Glenn	511.12	603.79	18.1%

LFCH Weekly Rates			
Infant	2007	2009	%Diff
Santa Barbara	204.51	242.79	18.7%
Stanislaus	155.85	176.21	13.1%
San Benito	196.70	219.87	11.8%
Yolo	203.15	226.91	11.7%
Mono	196.26	218.53	11.3%
Pre School			
Mono	173.13	220.13	27.1%
San Benito	174.78	221.43	26.7%
Yuba	135.37	158.50	17.1%
Mariposa	132.39	153.11	15.7%
Del Norte	131.89	152.40	15.6%
School Age			
Mono	154.78	201.97	30.5%
San Benito	160.15	204.14	27.5%
Santa Cruz	177.62	203.22	14.4%
Yuba	132.01	149.27	13.1%
Kern	134.90	150.14	11.3%

B. SURVEY INSTRUMENT AND MODES

The 2009 Market Rate Survey instruments were very similar to 2005 and 2007. Both mail and telephone survey instruments were developed for LFCHs and LCCs. More LCCs responded by mail in 2009 than in the 2007 survey; 36 percent of the completed surveys were collected through the mail. In 2007, 22 percent were collected by mail. Still more LFCHs responded through the mail in 2009 compared to 2007—58 percent in 2009 versus 44 percent in 2007.

Similar to 2007, in every LCC market profile, providers were more likely to respond via the telephone. However, the opposite is true among LFCH profiles, where providers in all but one profile are more likely to have responded by the mail.

Table 7.3: Analysis of Completed Surveys by Mode and Market Profile for Licensed Childcare Centers

Market Profile	Total Sample	Completed Surveys	Mail Completes	Percent from Mail	Phone Completes	Percent from Phone
Centers						
	4797	1726	620	35.92%	1106	64.08%
6	552	222	72	32.43%	150	67.57%
9	633	213	96	45.07%	117	54.93%
17	786	200	86	43.00%	114	57.00%
21	716	255	74	29.02%	181	70.98%
23	608	255	72	28.24%	183	71.76%
29	315	104	51	49.04%	53	50.96%
31	556	232	73	31.47%	159	68.53%
32	2	0	0	00.00%	0	00.00%
37	4	0	0	00.00%	0	00.00%
57	625	245	96	39.18%	149	60.82%

Table 7.4: Analysis of Completed Surveys by Mode and Market Profile for Licensed Family Childcare Homes

Market Profile	Total Sample	Completed Surveys	Mail Completes	Percent from Mail	Phone Completes	Percent from Phone
Homes						
	9506	2323	1350	58.11%	973	41.89%
13	670	166	102	61.45%	64	38.55%
15	736	210	131	62.38%	79	37.62%
17	740	128	83	64.84%	45	35.16%
19	851	111	53	47.75%	58	52.25%
21	765	205	112	54.63%	93	45.37%
32	908	257	164	63.81%	93	36.19%
34	1	0	0	00.00%	0	00.00%
37	995	204	115	56.37%	89	43.63%
44	814	193	110	56.99%	83	43.01%
48	608	172	108	62.79%	64	37.21%
51	743	232	111	47.84%	121	52.16%
93	873	218	124	56.88%	94	43.12%
99	802	227	137	60.35%	90	39.65%

QUESTIONNAIRES: SIDE-BY-SIDE

Homes	Centers
<i>There is an intro with questions to try and get the selected sampled respondent or center unique to each</i>	
Verification	
<p>INTRO 1: Hello, may I please speak to <INSERT LISCENSEE NAME>?</p> <p>01 PERSON ON THE PHONE ///SKIP TO INTRO 2///</p> <p>02 PERSON NOT ON THE PHONE, BUT CORRECT HOME ///SKIP TO INTRO1A///</p> <p>04 NOT A FAMILY CHILDCARE HOME ///TERM (X1)</p> <p>98 DON'T KNOW ///SKIP TO INTRO1A///</p> <p>99 REFUSED ///TERM (X2)///</p> <p>X1. Those are all the questions I'll need to ask you today. Thank you for your time.</p> <p>X2. Those are all the questions I'll need to ask you today. Thank you for your time.</p> <p>X3. Because I have not been able to verify that I am talking with the right person, I cannot continue with the interview at this time. Someone from my office might try again later. Thank you for your time.</p> <p>X5. Thanks for your time. I'll try again later.</p>	<p>INTRO 1: Hello, may I please speak to the director of <INSERT CENTER'S NAME>?</p> <p>01 PERSON ON THE PHONE //SKIP TO INTRO 3//</p> <p>02 PERSON NOT ON THE PHONE, BUT CORRECT CENTER //SKIP TO INTRO1A//</p> <p>04 NOT A CHILDCARE CENTER //TERM X1//</p> <p>98 DON'T KNOW //SKIP TO INTRO1A//</p> <p>99 REFUSED //TERM X2//</p> <p>X1. Those are all the questions I'll need to ask you today. Thank you for your time.</p> <p>X2. Those are all the questions I'll need to ask you today. Thank you for your time.</p> <p>X3. Because I have not been able to verify that I am talking with the right person, I cannot continue with the interview at this time. Someone from my office might try again later. Thank you for your time.</p> <p>X5. Thanks for your time. I'll try again later.</p>
<p>///ASK IF INTRO1 in (02,98)///</p> <p>INTRO1A: Is this the correct number for <INSERT LICENSEES NAME>'s family day care home?</p> <p>01 YES</p> <p>02 NO ///SKIP TO TERM (X3)///</p> <p>98 DON'T KNOW ///SKIP TO TERM (X3)///</p> <p>99 REFUSED ///SKIP TO TERM (X3)///</p>	<p>///ASK IF INTRO1=02, 98///</p> <p>INTRO 1A: Is this <INSERT CENTER NAME>?</p> <p>01 YES</p> <p>02 NO //SKIP TO TERM X3//</p> <p>98 DON'T KNOW //SKIP TO TERM X3//</p> <p>99 REFUSED //SKIP TO TERM X3//</p>

Homes	Centers
<p>///ASK IF INTRO1A=01/// INTRO1B. Is <INSERT LICENSEE NAME> available? I am calling on behalf of the California Department of Education.</p> <p>01 YES 02 NO ///SKIP TO CBACK///</p> <p>98 DON'T KNOW ///TERM (X5)/// 99 REFUSED ///TERM (X2)///</p>	
<p>///ASK IF INTRO1=01 or INTRO1B=01/// INTRO 2: I am calling on behalf of the California Department of Education. This call may be monitored for quality assurance. The CDE is conducting its biannual survey of childcare costs to help determine the market rates for childcare throughout the state. I would like to ask you some general questions about your family day care home, your enrollment and rates. The survey will take about 10 minutes. Is this a good time for you?</p> <p>01 YES ///SKIP TO VER_1/// 02 NO ///SKIP TO CBACK///</p> <p>98 DON'T KNOW ///TERM (X5)/// 99 REFUSED ///TERM (X2)///</p> <p>///if the person is unavailable, can we walk the interviewer through scheduling a callback. If the person on the phone says DK, REFUSES, hangs up, have the program automatically do a system scheduled callback///</p> <p>///have the usual call back input format if no time or date get specified -- have system scheduled callback option///</p>	<p>///ASK IF INTRO1A=01/// INTRO 2: I am calling on behalf of the California Department of Education. This call may be monitored for quality assurance. The CDE is conducting its biannual survey of childcare costs to help determine the regional market rates throughout the state. Is someone available who can talk to me about your center's enrollment and fees?</p> <p>01 YES ///SKIP TO INTRO2A/// 02 NO //SKIP TO CBACK//</p> <p>98 DON'T KNOW //TERM X5// 99 REFUSED //TERM X2//</p> <p>/if the person is unavailable, can we walk the interviewer through scheduling a callback. If the person on the phone says DK, REFUSES, hangs up, have the program automatically do a system scheduled callback/</p>
	<p>INTRO 2A: Could I speak to that person now?</p> <p>01 YES ///SKIP TO INTRO3/// 02 NO //SKIP TO CBACK//</p> <p>98 DON'T KNOW //TERM X5// 99 REFUSED //TERM X2//</p>
	<p>///ASK IF INTRO1=01 or INTRO2A=01/// INTRO3. I am calling on behalf of the California Department of Education. This call may be monitored</p>

Homes	Centers
	<p>for quality assurance. The CDE is conducting its biannual survey of childcare costs to help determine the market rates throughout the state. We would like to ask you some questions about your center's enrollment and fees. The survey will take about 10 minutes to complete. Is this a good time for you?</p> <p>01 YES //SKIP TO VER_1// 02 NO //SKIP TO CBACK//</p> <p>98 DON'T KNOW //SKIP TO CBACK// 99 REFUSED //TERM X2//</p>
<p>///ASK IF INTRO2=01/// VER_1 First, I would like to just verify the information I have about your family day care home to make sure that I am speaking with someone at one of our selected facilities. What is your ZIP code?</p> <p>ENTER ZIP= -----</p> <p>99998 DON'T KNOW 99999 REFUSED</p>	<p>///ASK IF INTRO3=01/// VER_1 First, I would like to just verify the information I have about your center to make sure that I am speaking with someone at one of our selected sites. What is your zip code?</p> <p>ENTER ZIP= -----</p> <p>99998 DON'T KNOW 99999 REFUSED</p>
	<p>/IF VER_1 ZIPCODE NE SAMPLE ZIPCODE ASK VER_2A, ELSE GOTO ELIG_1/ VER_2A. Is this center located in <INSERT COUNTY> county?</p> <p>01 YES //SKIP TO ELIG_1// 02 NO</p> <p>98 DON'T KNOW //SKIP TO TERM & THANKYOU// 99 REFUSED //SKIP TO TERM & THANKYOU//</p>
<p>///IF VER_1 ZIPCODE NE SAMPLE ZIPCODE ASK VER_1a ELSE GOTO ELIG_1/// VER_1A What county is your home located in?</p> <p>[DISPLAY ALL CALIFORNIA COUNTIES]</p>	<p>///ASK IF VER_2A=02/// VER_1A. What county is your center located in?</p> <p>[DISPLAY ALL CALIFORNIA COUNTIES]</p> <p>998 DON'T KNOW</p>

Homes	Centers
<p>998 DON'T KNOW 999 REFUSED</p> <p>///THE PEOPLE WITH DIFFERENT ZIPS AND COUNTIES GET A SPECIAL TERMINAL DISPOSITION – “CHECK RECORDS”. WE WILL REVIEW THE INFO TO SEE IF WE CAN PUT THEM BACK IN, OR IF NECESSARY CONSIDER REPLACING WITH ADDITIONAL SAMPLE.///</p> <p>///IF VER_1=99998,99999 AND VER_1 NE SAMPLE ZIPCODE AND VER_1a NE SAMPLE COUNTY TERMINATE WITH THANKYOU AND PROVIDE A UNIQUE DISPOSITION – NOT MATCH SAMPLE///</p>	<p>999 REFUSED</p> <p>///THE PEOPLE WITH DIFFERENT ZIPS AND COUNTIES GIVE A SPECIAL TERMINAL DISPOSITION TO – CHECK RECORDS. WE WILL REVIEW THE INFO TO SEE IF WE CAN PUT THEM BACK IN, OR IF NECESSARY CONSIDER REPLACING WITH ADDITIONAL SAMPLE.///</p> <p>///IF VER_1=99998,99999 AND VER_1 NE SAMPLE ZIPCODE AND VER_2a NE SAMPLE COUNTY TERMINATE WITH THANKYOU AND PROVIDE A UNIQUE DISPOSITION – NOT MATCH SAMPLE///</p>
<p>///ASK IF VER_1 ZIPCODE or VER_1a COUNTY MATCHES SAMPLE/// ELIG_1 Are you currently in business to provide childcare to any children?</p> <p>01 YES ///SKIP TO PREA_1/// 02 NO ///SKIP TO ELIG_1AA///</p> <p>98 DON'T KNOW ///GO TO U1/// 99 REFUSED ///GO TO U1///</p>	<p>///ASK IF VER_2=01 or VER_1 ZIPCODE or VER2a COUNTY MATCHES SAMPLE/// ELIG_1 Are you currently in business to provide childcare to any children? [IF NECESSARY: IS THIS CENTER CURRENTLY IN BUSINESS?]</p> <p>01 YES 02 NO ///SKIP TO ELIG_102///</p> <p>98 DON'T KNOW ///GO TO U1 /// 99 REFUSED ///GOTO U1 ///</p>
<p>///ASK IF ELIG_1=02/// ELIG_1AA Could you tell me the reason?</p> <p>[PROBE if necessary: We are simply interested in knowing if you have stopped providing childcare altogether, or if you are temporarily not in business, or if you are still providing care but not as a licensed day care home.]</p> <p>01 ENTER RESPONSE ///SKIP TO ELIG_1A/// 98 DON'T KNOW ///GO TO U1/// 99 REFUSED ///GO TO U1///</p>	<p>///ASK IF ELIG_1=02/// ELIG_102 Could you tell me the reason?</p> <p>[PROBE if necessary: We are simply interested in knowing if you have stopped providing childcare altogether, or if you are temporarily not in business, or if you are still providing care but not as a licensed day care center.]</p> <p>01 ENTER RESPONSE ///SKIP TO ELIG_1X/// 98 DON'T KNOW ///GO TO U1/// 99 REFUSED ///GO TO U1///</p>

Homes	Centers
	<p>///ASK IF ELIG_1=01/// ELIG_1A I am going to read a list of groups to you, please tell me which ones your center has a <u>license</u> to provide care to:</p> <p>[INTERVIEWER NOTE: READ ALL OF THE CATEGORIES. THIS QUESTION CONCERNS WHAT GROUPS THAT THE CENTER COULD PROVIDE CARE TO, NOT IF THE CENTER CURRENTLY PROVIDES CARE. MULTIPLE RESPONSES ALLOWED.]</p> <p>[INTERVIEWER NOTE: CENTERS HAVE LICENSES FOR THESE CATEGORIES, NOT BY AGE.]</p> <p>[MUL=4]</p> <p>01 Infants 02 Preschool 03 School Age</p> <p>97 OTHER –specify ///SKIP TO ELIG2AO/// 98 DON'T KNOW ///SKIP TO CBACK// 99 REFUSED ///GO TO U1///</p>
	<p>///ASK IF ELIG_1A=97/// ELIG2AO: So what other type of license do you have?</p> <p>[INTERVIEWER NOTE: PLEASE ENTER AS MUCH INFORMATION AS POSSIBLE TO DETERMINE] [LICENSE - AGE OF CHILDREN, SICK, EVENING, WEEKEND, SPECIAL NEEDS, ETC.]</p> <p>///CREATE VARIABLE LI=01 IF ELIG_1a=01 ELSE LI=0/// ///CREATE VARIBALE LP=01 IF ELIG_1a=02 ELSE LP=0/// ///CREATE VARIBALE LS=01 IF ELIG_1a=03 ELSE LS=0///</p>

Homes	Centers
<p>Section A: LICENSED SLOTS</p> <p>///ASK IF ELIG_1=01/// PREA_1: We would like to ask you about the number of children you care for. In a typical day, for how many children do you provide care? Please do not count your own children.</p> <p>[INT NOTE: FOR THESE CHILDREN, THEY KEEP ATTENDANCE SHEETS, OR SIGN IN/SIGN-OUT SHEETS THAT THEY REPORT BACK TO THE AGENCY OR ORGANIZATION IN ORDER TO BE PAID. PLEASE DO NOT COUNT THEIR OWN CHILDREN OR RELATIVES CHILDREN, UNLESS THEY CHARGE FOR THAT CARE]</p> <p>001 ENTER RESPONSE ///SKIP TO A_1///</p> <p>998 DON'T KNOW ///SKIP TO PREA_2/// 999 REFUSED ///SKIP TO PREA_2///</p> <p>///ASK IF PREA_1=001 A_1: We would like to ask you about the number of children you care for. In a typical day, for how many children do you provide care? Please do not count your own children.</p> <p>[INT NOTE: FOR THESE CHILDREN, THEY KEEP ATTENDANCE SHEETS, OR SIGN IN/SIGN-OUT SHEETS THAT THEY REPORT BACK TO THE AGENCY OR ORGANIZATION IN ORDER TO BE PAID. PLEASE DO NOT COUNT THEIR OWN CHILDREN OR RELATIVES CHILDREN, UNLESS THEY CHARGE FOR THAT CARE]</p> <p>ENTER NUMBER= [RANGE=1-25]</p>	<p>Section A: LICENSING INFORMATION</p> <p>///ASK IF ELIG=01/// PREA_1 We would now like to ask you about the number of children enrolled in your center. In a typical day, for how many children does this center provide care? Please do not count your own children, if any.</p> <p>01 ENTER RESPONSE ///SKIP TO A_1/// 98 DON'T KNOW ///SKIP TO PREA_2/// 99 REFUSED ///SKIP TO PREA_2///</p> <p>///ASK IF PREA_1=01/// A_1 We would now like to ask you about the number of children enrolled in your center. In a typical day, for how many children does this center provide care? Please do not count your own children, if any.</p> <p>ENTER NUMBER: ____ [RANGE=1-9999]</p>
<p>///ASK IF PREA_2=001\\ A_2 How many children are currently enrolled in your family day care home where you are reimbursed for their care by some agency or organization? For these children, you keep attendance sheets, or sign-in/sign-out sheets that you report back to the agency or organization in order to be paid. Please do not include your own children, if any.</p>	<p>///ASK IF PREA-2=01/// A_2 How many children are currently enrolled in this center where you are reimbursed for their care by some agency or organization? For these children, you keep attendance sheets, or sign-in/sign-out sheets that you report back to the agency or organization in order to be paid. Please do not include your own children if any.</p>

Homes	Centers
<p>[INT NOTE: IF NONE, PLEASE ENTER '0'. PLEASE DO NOT COUNT THEIR OWN CHILDREN]</p> <p>ENTER NUMBER= [RANGE=0-A_1]</p> <p>///CREATE A VARIABLE SUBKIDS=1 IF A_2 NE 0, 98,99, SET SUBKIDS=0 IF A_2= 0,98,99///</p>	<p>[INT NOTE: FOR THESE CHILDREN, YOU KEEP ATTENDANCE SHEETS, OR SIGN-IN/SIGN-OUT SHEETS THAT YOU REPORT BACK TO THE AGENCY OR ORGANIZATION IN ORDER TO BE PAID. IF NONE, PLEASE ENTER '0', DO NOT SKIP]</p> <p>ENTER NUMBER= [RANGE=0 - A_1]</p> <p>[INTERVIEWER NOTE: There is a help screen with the names of possible agencies that could be providing the reimbursement.}</p>
<p><i>Help Screen</i> <i>This question is trying to get at the number of subsidized children the childcare provider has enrolled in his/her family childcare home. Subsidized children" means eligible children who are receiving childcare and development services and on whose behalf the Department of Education or the Department of Social Services is providing a reimbursement, in whole, or in part.]</i></p>	<p><i>Help Screen</i> <i>This question is trying to get at the number of subsidized children the childcare provider has enrolled in his/her family childcare home. Subsidized children" means eligible children who are receiving childcare and development services and on whose behalf the Department of Education or the Department of Social Services is providing a reimbursement, in whole, or in part.]</i></p> <p><i>///Names of various agencies particular to the county that provide subsidies</i></p>
<p>///ASK IF PREA_3=001/// A_3 How many children are currently enrolled in your family childcare home where the parents pay you directly for <u>all</u> of the cost of care? Throughout this survey I'll refer to these children as "parent pay all" children. Please do not count your own children, if any.</p> <p>ENTER NUMBER= [RANGE=0-A_1]</p> <p>/CREATE VARIABLE PPAY=01 IF A_3 NE 0 OTHERWISE PPAY=00/</p>	<p>///ASK IF PREA_3=01/// A_3 How many children are currently enrolled in this center where the parents pay you directly for all of the cost of care? Throughout this survey I'll refer to these children as "parent pay all" children. Please do not count your own children, if any.</p> <p>[INT NOTE: IF NONE, PLEASE ENTER '0', DO NOT SKIP.]</p> <p>ENTER NUMBER= [RANGE=0-A_1]</p>
<p><i>///Help Screen</i> <i>This question is trying to get at the number of kids that are not subsidized. So, if it's a guardian, grandparent, aunt, uncle etc. who pays for the care, and they pay in</i></p>	<p><i>///Help Screen</i> <i>This question is trying to get at the number of kids that are not subsidized. So, if it's a guardian, grandparent, aunt, uncle etc. who pays for the care, and they pay in</i></p>

Homes	Centers
<p><i>full, and the provider does not need to report attendance information back to anyone about this care...then, these are the kids that get counted, even if it is not a parent.</i></p>	<p><i>full, and the provider does not need to report attendance information back to anyone about this care...then, these are the kids that get counted, even if it is not a parent.</i></p> <p>///CREATE VARIABLE PPAY=01 IF A_3 NE 0 OTHERWISE PPAY=00///</p>
<p>/IF A_3 = 0 THEN ASK/ A_3CONF. I just want to confirm what you just said. Are you reimbursed by an agency or organization for all the children currently enrolled in your family day care home? Meaning that for all the children in your care, you keep attendance sheets or other records that you report back to the agency or organization in order to be paid?</p> <p>01 YES – ALL CHILDREN ARE SUBSIDIZED. //GO TO U1// 02 NO – NOT ALL CHILDREN ARE SUBSIDIZED //RESET TO PREA_2//</p> <p>98 DK //GO TO U1// 99 REFUSED //GO TO U1//</p>	<p>/IF A_3 = 0 THEN ASK/ A_3_CONF. I just want to confirm what you just said. Are you reimbursed by an agency or organization for all the children currently enrolled in your childcare center? Meaning that for all the children in your care, you keep attendance sheets or other records that you report back to the agency or organization in order to be paid?</p> <p>01 YES – ALL CHILDREN ARE SUBSIDIZED. //GO TO U1 // 02 NO – NOT ALL CHILDREN ARE SUBSIDIZED //RESET TO A_2//</p> <p>98 DK //GO TO U1// 99 REFUSED //GO TO U1//</p>
<p>Section C: Enrollment ///ASK IF PPAY=01/// C_INTRO We would like to know how much time these “parent pay all” children spend in your care. We are going to ask you about different age groups of children. For each age group, please tell me the number of “parent pay all” children you provided care to last week. Please do not count any of your own children, and do not count any children that do not pay the full fee.</p> <p>[INTERVIEWER NOTE: “Not paying full fee” does not mean the parent is late with the bill, underpays, etc. We do not want the provider including subsidized or discounted children.]</p>	<p>Section C: Enrollment ///ASK IF PPAY=01/// C_INTRO -We would like to know how much time these “parent pay all” children spend in your center’s care. We are going to ask you about different groups of children. For each group, please tell me the number of “parent pay all” children you provided care to last week. Please do not count any children that do not pay the full fee.</p> <p>[INTERVIEWER NOTE: “Not paying full fee” does not mean the parent is late with the bill, underpays, etc. We do not want the provider including subsidized or discounted children.]</p>
<p>///ASK IF PPAY=01/// PREC_1 Last week, not counting your own, how many “parent pay all” infants did you take care of? By infants I mean any children from age 0 to 2 years old</p>	<p>///ASK IF LI=01 AND PPAY=01, ELSE GOTO PREC3/// PREC1 _Last week, how many parent pay all infants did your center care for? By infants I mean any</p>

Homes	Centers
<p>(24 months).</p> <p>[INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. THIS QUESTION CONCERNS NUMBER OF “INFANTS” IN CARE, NOT TOTAL NUMBER OF CHILDREN IN CARE]</p> <p>001 ENTER RESPONSE ///SKIP TO C_1///</p> <p>998 DON’T KNOW ///SKIP TO PREC3///</p> <p>999 REFUSED ///SKIP TP PREC3///</p> <p>///ASK IF PREC_1=001///</p> <p>C_1 Last week, not counting your own, how many “parent pay all” infants did you take care of? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>[INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. THIS QUESTION CONCERNS NUMBER OF “INFANTS” IN CARE, NOT TOTAL NUMBER OF CHILDREN IN CARE]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p> <p>///CREATE VARIABLE INFAN=01 if C_1 NE 0,98,99, IF C_1=0,98,98 MAKE INFAN=00///</p> <p>/IF INFAN=0 GOTO PREC3/</p>	<p>children from age 0 to 2 years old (24 months).</p> <p>[INT NOTE: PLEASE COUNT ANY CHILDREN FROM AGE 0 TO 2 YEARS (24 MONTHS) OLD AS AN INFANT. NOT PAYING FULL FEE” DOES NOT MEAN THE PARENT IS LATE WITH THE BILL, UNDERPAYS, ETC. WE DO NOT WANT THE PROVIDER INCLUDING SUBSIDIZED OR DISCOUNTED CHIDREN.]</p> <p>001 ENTER NUMBER ///SKIP TO C1///</p> <p>998 DON’T KNOW ///SKIP TO PREC3///</p> <p>999 REFUSED ///SKIP TO PREC3///</p> <p>///ASK IF PREC_1=01///</p> <p>C1 _Last week, how many parent pay all infants did your center care for? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>[INT NOTE: PLEASE COUNT ANY CHILDREN FROM AGE 0 TO 2 YEARS (24 MONTHS) OLD AS AN INFANT. NOT PAYING FULL FEE” DOES NOT MEAN THE PARENT IS LATE WITH THE BILL, UNDERPAYS, ETC. WE DO NOT WANT THE PROVIDER INCLUDING SUBSIDIZED OR DISCOUNTED CHIDREN.]</p> <p>ENTER A NUMBER [RANGE= 001- 9997]</p> <p>///CREATE VARIABLE INFAN: IF C1 NE 0 OR PREC_1 not in (98,99) THEN INFAN=1, IF C1=0 or PREC_1 in (98,98) MAKE INFAN=0///</p> <p>/IF INFAN=0 GOTO PREC3/</p>
<p>///IF C_1 = 01 THEN ASK C1_alt, IF C1 > 1 AND NE 98,99 GOTO PREC1A///</p> <p>C1_alt. How many hours did that child attend last week?</p> <p>[READ RESPONSES IF NECESSARY]</p> <p>01 more than 60 hours</p> <p>02 41-60 hours</p>	<p>///IF C1 = 01 THEN ASK C_1alt///</p> <p>C_1alt. How many hours did that child attend last week?</p> <p>[READ RESPONSES IF NECESSARY]</p> <p>01 more than 60 hours</p> <p>02 41-60 hours</p> <p>03 31-40 hours</p>

Homes	Centers
03 31-40 hours 04 21-30 hours 05 1-20 hours 98 DON'T KNOW 99 REFUSED ///ALL IN C1_alt SKIP TO PREC3//	04 21-30 hours 05 1-20 hours 98 DON'T KNOW 99 REFUSED ///ALL IN C1_alt SKIP TO PREC3///
///ASK IF PREC1A=001/// C1A Not counting your own, how many of the “parent pay all” infants were in care for a total of more than 60 hours last week? [INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R’S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25]	///ASK IF PREC1A=001/// C1A Not counting your own, how many of the “parent pay all” infants were in care for a total of more than 60 hours last week? [INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R’S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-9997]
///ASK IF PREC1B=001/// C1B for a total of 41-60 hours last week? [INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R’S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25]	///ASK IF PREC1B=001/// C1B for a total of 41-60 hours last week? [INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R’S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-9997]
///ASK IF PREC1C=001/// C1C for a total of 31-40 hours last week? [INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R’S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0- 25]	///ASK IF PREC1C=001/// C1C for a total of 31-40 hours last week? [INTERVIEWER NOTE: “INFANTS” ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R’S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0- 9997]
///ASK IF PREC1C=001/// C1D for a total of 21-30 hours last week?	///ASK IF PREC1C=001/// C1D for a total of 21-30 hours last week?

Homes	Centers
<p>[INTERVIEWER NOTE: "INFANTS" ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R'S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p>	<p>[INTERVIEWER NOTE: "INFANTS" ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R'S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-9997]</p>
<p>///ASK IF PREC1E=001/// C1E for 1-20 hours last week?</p> <p>[INTERVIEWER NOTE: "INFANTS" ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R'S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p>	<p>///ASK IF PREC1E=001/// C1E for 1-20 hours last week?</p> <p>[INTERVIEWER NOTE: "INFANTS" ARE 0-2 YEARS (24 MONTHS) OLD. SHOULD NOT INCLUDE R'S OWN CHILD OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-9997]</p>
<p>/FOR C1a – C1e, 98 AND 99 HAVE VALUE OF 0/</p> <p>/LOGIC CHECK SUM: IF SUM of C1A+C1B+C1C+C1D+C1E <> C1, AND PREC1A not in (98,99) or PREC1B not in (98,99) or PREC1C not in (98,99) or PREC1D not in (98,99) or PREC1E not in (98,99)ASK C1_BAD///</p> <p>///PROGRAMMER: RESET THE VALUE FOR THE VARIABLE BUT CAPTURE WHAT THE EDIT WAS HERE///</p> <p>C1_BAD Wait a second. I might have made a mistake. Earlier you said that you cared for ///FILL C_1/// last week. But I have ///FILL C1a/// at over 60 hours, ///FILL C1b/// kids at 41-60 hours, ///FILL C1c/// kids at 31-40 hours, ///FILL C1d/// at 21-30 hours, and ///FILL C1e/// kids at 1-20 hours. That gives me a total of ///FILL SUM OF C1a+C1B+C1C+C1D+C1E /// infants. Could you tell me if the total number of infants I have is correct, or do I have the wrong number of kids listed in one of the hourly categories?</p> <p>01 CHANGE TOTAL</p>	<p>/FOR C1a – C1e, 98 AND 99 HAVE VALUE OF 0/</p> <p>/LOGIC CHECK SUM: IF C1A+C1B+C1C+C1D+C1E <> C1, AND PREC1A not in (98,99) or PREC1B not in (98,99) or PREC1C not in (98,99) or PREC1D not in (98,99) or PREC1E not in (98,99)ASK C1_BAD///</p> <p>///RESET THE VALUE FOR THE VARIABLE BUT CAPTURE WHAT THE EDIT WAS HERE///</p> <p>C1_BAD Wait a second. I might have made a mistake. Earlier you said that you cared for ///FILL C_1/// last week. But I have ///FILL C1a/// at over 60 hours, ///FILL C1b/// kids at 41-60 hours, ///FILL C1c/// kids at 31-40 hours, ///FILL C1d/// at 21-30 hours, and ///FILL C1e/// kids at 1-20 hours. That gives me a total of ///FILL SUM OF C1a+C1B+C1C+C1D+C1E /// infants. Could you tell me if the total number of infants I have is correct, or do I have the wrong number of kids listed in one of the hourly categories?</p> <p>01 CHANGE TOTAL 02 CHANGE 60+ NUMBER</p>

Homes	Centers
02 CHANGE 60+ NUMBER 03 CHANGE 41-60 NUMBER 04 CHANGE 31-40 NUMBER 05 CHANGE 21-30 NUMBER 06 CHANGE 1-20 NUMBER 99 REFUSED ///CREATE VARIABLE "PART_INF"= C1c+C1d+C1e/// ///CREATE VARIABLE "FULL_INF"= C1a+C1b///	03 CHANGE 41-60 NUMBER 04 CHANGE 31-40 NUMBER 05 CHANGE 21-30 NUMBER 06 CHANGE 1-20 NUMBER 99 REFUSED ///CREATE VARIABLE "PART_INF"= C1c+C1d+C1e/// ///CREATE VARIABLE "FULL_INF"= C1a+C1b///
///ASK IF PREC3=001/// C3 Last week, not counting your own, how many "parent pay all" pre-schoolers did you take care of? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old. [INTERVIEWER NOTE: "PRESCHOOL" CHILDREN ARE FROM AGE 2 (25 MONTHS) THROUGH 5 YEARS OLD. THIS QUESTION CONCERNS NUMBER OF "PRESCHOOL CHILDREN" IN CARE, NOT TOTAL NUMBER OF CHILDREN IN CARE. SHOULD NOT INCLUDE R'S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25] ///CREATE VARIABLE PRESCH=1 IF C3 NE 0,998,999, IF C3=0,998,999 MAKE PRESCH=0/// /IF PRESCH=0 GOTO PREC4/	///ASK IF PREC3=001/// C3 Last week, how many "parent pay all" pre- schoolers did your this center care for? By pre- schoolers I mean any children from age 2 (25 months) to kindergartner. Please do not include kindergartners, as I will ask about them next. ENTER A NUMBER= [RANGE= 0-9997] ///CREATE VARIABLE PRESCH=1 IF C3 NE 0 or PREC3 not in (98,99), IF C3=0 or PREC3=98,99 MAKE PRESCH=0/// ///IF PRESCH=0 GOTO PREC5///
///IF C3 = 01 THEN ASK C_3alt; IF C3 > 1 SKIP TO PREC3A/// C_3alt. How many hours did that child attend last week? [READ RESPONSES IF NECESSARY] 01 more than 60 hours 02 41-60 hours 03 31-40 hours 04 21-30 hours	///IF C3 = 01 THEN ASK C3_alt/// C_3alt. How many hours did that child attend last week? [READ RESPONSES IF NECESSARY] 01 more than 60 hours 02 41-60 hours 03 31-40 hours 04 21-30 hours 05 1-20 hours

Homes	Centers
05 1-20 hours 98 DON'T KNOW 99 REFUSED ///ALL IN C3_alt SKIP TO PREC4///	98 DON'T KNOW 99 REFUSED ///ALL IN C3_alt SKIP TO PREC5///
///ASK IF PREC3A=001/// C3A Not counting your own children, how many of the “parent pay all” pre-schoolers were in care for a total of more than 60 hours last week? [INTERVIEWER NOTE: “PRESCHOOL” CHILDREN ARE FROM AGE 2 (25 MONTHS) THROUGH 5 YEARS OLD. SHOULD NOT INCLUDE R’S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25]	///ASK IF PREC3A=001/// C3A And of those parent pay all preschool children, how many were in care for a total of more than 60 hours last week? [INTERVIEWER NOTE: PLEASE COUNT ANY CHILDREN FROM AGE 2 (25 MONTHS) TO KINDERGARTNER AS PRE-SCHOOLERS “NOT PAYING FULL FEE” DOES NOT MEAN THE PARENT IS LATE WITH THE BILL, UNDERPAYS, ETC. WE DO NOT WANT THE PROVIDER INCLUDING SUBSIDIZED OR DISCOUNTED CHILDREN.] ENTER A NUMBER= [RANGE= 0-9997]
///ASK IF PREC3B=001/// C3B for a total of 41-60 hours last week? [INTERVIEWER NOTE: “PRESCHOOL” CHILDREN ARE 2 FROM AGE 2 (25 MONTHS) THROUGH 5 YEARS OLD. SHOULD NOT INCLUDE R’S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25]	///ASK IF PREC3B=001/// C3B for a total of 41-60 hours last week? [INTERVIEWER NOTE: PLEASE COUNT ANY CHILDREN FROM AGE 2 (25 MONTHS) TO KINDERGARTNER AS PRE-SCHOOLERS “NOT PAYING FULL FEE” DOES NOT MEAN THE PARENT IS LATE WITH THE BILL, UNDERPAYS, ETC. WE DO NOT WANT THE PROVIDER INCLUDING SUBSIDIZED OR DISCOUNTED CHILDREN.] ENTER A NUMBER= [RANGE= 0-9997]
///ASK IF PREC3=001/// C3C for a total of 31-40 hours last week? [INTERVIEWER NOTE: “PRESCHOOL” CHILDREN ARE FROM AGE 2 (25 MONTHS) THROUGH 5 YEARS OLD. SHOULD NOT INCLUDE R’S OWN CHILDREN OR ANY	///ASK IF PREC3=001/// C3C for a total of 31-40 hours last week? [INTERVIEWER NOTE: PLEASE COUNT ANY CHILDREN FROM AGE 2 (25 MONTHS) TO KINDERGARTNER AS PRE-SCHOOLERS “NOT PAYING FULL FEE” DOES NOT MEAN THE

Homes	Centers
CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25]	PARENT IS LATE WITH THE BILL, UNDERPAYS, ETC. WE DO NOT WANT THE PROVIDER INCLUDING SUBSIDIZED OR DISCOUNTED CHILDREN.] ENTER A NUMBER= [RANGE= 0-9997]
C3D for a total of 21-30 hours last week? [INTERVIEWER NOTE: "PRESCHOOL" CHILDREN ARE FROM AGE 2 (25 MONTHS) THROUGH 5 YEARS OLD. SHOULD NOT INCLUDE R'S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25]	///ASK IF PREC3D=001/// C3D for a total of 21-30 hours last week? [INTERVIEWER NOTE: PLEASE COUNT ANY CHILDREN FROM AGE 2 (25 MONTHS) TO KINDERGARTNER AS PRE-SCHOOLERS "NOT PAYING FULL FEE" DOES NOT MEAN THE PARENT IS LATE WITH THE BILL, UNDERPAYS, ETC. WE DO NOT WANT THE PROVIDER INCLUDING SUBSIDIZED OR DISCOUNTED CHILDREN.] ENTER A NUMBER= [RANGE= 0-9997]
///ASK IF PREC3E=001/// C3E for a total of 1-20 hours last week? [INTERVIEWER NOTE: "PRESCHOOL" CHILDREN ARE FROM AGE 2 (25 MONTHS) THROUGH 5 YEARS OLD. SHOULD NOT INCLUDE R'S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.] ENTER A NUMBER= [RANGE= 0-25]	///ASK IF PREC3E=001/// C3E for a total of 1-20 hours last week? [INTERVIEWER NOTE: PLEASE COUNT ANY CHILDREN FROM AGE 2 (25 MONTHS) TO KINDERGARTNER AS PRE-SCHOOLERS "NOT PAYING FULL FEE" DOES NOT MEAN THE PARENT IS LATE WITH THE BILL, UNDERPAYS, ETC. WE DO NOT WANT THE PROVIDER INCLUDING SUBSIDIZED OR DISCOUNTED CHILDREN.] ENTER A NUMBER= [RANGE= 0-9997]
/FOR C3a – C3e, 98 AND 99 HAVE VALUE OF 0/ /LOGIC CHECK SUM: IF SUM of C3A+C3B+C3C+C3D+C3E <> C3, AND PREC3A not in (98,99) or PREC3B not in (98,99) or PREC3C not in (98,99) or PREC3D not in (98,99) or PREC3E not in (98,99) ASK C3_BAD	/FOR C3a – C3e, 98 AND 99 HAVE VALUE OF 0/ /LOGIC CHECK SUM: IF SUM of C3A+C3B+C3C+C3D+C3E <> C3, AND PREC3A not in (98,99) or PREC3B not in (98,99) or PREC3C not in (98,99) or PREC3D not in (98,99) or PREC3E not in (98,99) ASK C3_BAD

Homes	Centers
<p>///PROGRAMMER: RESET THE VALUE FOR THE VARIABLE BUT CAPTURE WHAT THE EDIT WAS HERE///</p> <p>C3_BAD Wait a second. I might have made a mistake. Earlier you said that you cared for ///FILL C_3/// children last week. But I have ///FILL C3a/// at over 60 hours, ///FILL C3b/// kids at 41-60 hours, ///FILL C3c/// kids at 31-40 hours, ///FILL C3d/// at 21-30 hours, and ///FILL C3e/// kids at 1-20 hours. That gives me a total of ///FILL SUM OF C3a+C3B+C3C+C3D+C3E /// infants. Could you tell me if the total number of infants I have is correct, or do I have the wrong number of kids listed in one of the hourly categories?</p> <p>///CREATE VARIABLE "PART_PREP"=C3d+C3e/// ///CREATE VARIABLE "FULL_PREP"=C3a+C3b+C3c ///</p>	<p>///PROGRAMMER: RESET THE VALUE FOR THE VARIABLE BUT CAPTURE WHAT THE EDIT WAS HERE///</p> <p>C3_BAD Wait a second. I might have made a mistake. Earlier you said that you cared for ///FILL C_3/// children last week. But I have ///FILL C1a/// at over 60 hours, ///FILL C1b/// kids at 41-60 hours, ///FILL C1c/// kids at 31-40 hours, ///FILL C1d/// at 21-30 hours, and ///FILL C1e/// kids at 1-20 hours. That gives me a total of ///FILL SUM OF C3a+C3B+C3C+C3D+C3E /// infants. Could you tell me if the total number of infants I have is correct, or do I have the wrong number of kids listed in one of the hourly categories?</p> <p>///CREATE VARIABLE "PART_PREP"=C3d+C3e/// ///CREATE VARIABLE "FULL_PREP"=C3a+C3b+C3c ///</p>
	<p>///ASK IF PREC5=001/// C5 Last week, how many parent pay all kindergartners did your center care for?</p> <p>ENTER A NUMBER [RANGE= 00-9997]</p> <p>///CREATE VARIABLE KIND=1 IF C5 NE 0 or if PREC5 not in (98,99), IF C5=0 or PREC5=98,99 then MAKE KIND=0///</p> <p>///IF KIND=0 GO TO PREC4///</p>
	<p>///IF C5 = 01 THEN ASK/// C_5alt. How many hours did that child attend last week?</p> <p>[READ RESPONSES IF NECESSARY]</p> <p>01 more than 60 hours 02 41-60 hours 03 31-40 hours 04 21-30 hours 05 1-20 hours 98 DON'T KNOW</p>

Homes	Centers
	99 REFUSED ///ALL IN C_5alt SKIP TO PREC4///
	///ASK IF PREC5A=001/// C5A And of those parent pay all kindergartners, how many were in care for a total of more than 60 hours last week? ENTER NUMBER [RANGE= 000-9997]
	///ASK IF PREC5B=001/// C5B for a total of 41-60 hours last week? ENTER A NUMBER [RANGE= 0-9997]
	///ASK IF PREC5C=001/// C5C for a total of 31-40 hours last week? ENTER A NUMBER [RANGE= 0-9997]
	///ASK IF PREC5D=001/// C5D for a total of 21-40 hours last week? ENTER A NUMBER= [RANGE= 0-9997]
	///ASK IF PREC5E=001/// C5E for a total of 1-20 hours last week? ENTER A NUMBER= [RANGE= 0-9997]
	/FOR C5a – C5e, 98 AND 99 HAVE VALUE OF 0/ /LOGIC CHECK SUM: IFSUM OF C5A+C5B+C5C+C5D+C5E <> C5 AND PREC5A not in (98,99) or PREC5B not in (98,99) or PREC5C not in (98,99) or PREC5D not in (98,99) or PREC5E not in (98,99) ASK C5_BAD/// ///PROGRAMMER: RESET THE VALUE FOR THE VARIABLE BUT CAPTURE WHAT THE EDIT WAS HERE///

Homes	Centers
	<p>C5_BAD Wait a second. I might have made a mistake. Earlier you said that you cared for ///FILL C_5/// children last week. But I have ///FILL C5A/// at over 60 hours, ///FILL C5B/// kids at 41-60 hours, ///FILL C5C/// kids at 31-40 hours, ///FILL C5D/// at 21-30 hours, and ///FILL C5E/// kids at 1-20 hours. That gives me a total of ///FILL SUM OF C5A+C5B+C5C+C5D+C5E /// infants. Could you tell me if the total number of infants I have is correct, or do I have the wrong number of kids listed in one of the hourly categories?</p> <p>///CREATE VARIABLE “PART_KA”=C5A+C5B+C5C/// ///CREATE VARIABLE “FULL_KA”=C5D+C5E///</p> <p>///CALCULATE VARIABLE “TOTPART”=PART_INF+PART_PRES+PART_KA; CALCULATE VARIABLE “TOTFULL”=FULL_INF +FULL_PRES+FULL_KA///</p>
<p>C4 Last week, not counting your own, how many “parent pay all” school age children did you take care of? By school age children I mean any children from 6 years old or older.</p> <p>[INTERVIEWER NOTE: “SCHOOL AGE” CHILDREN ARE 6YEARS OLD OR OLDER. THIS QUESTION CONCERNS NUMBER OF “SCHOOL AGE CHILDREN” IN CARE, NOT TOTAL NUMBER OF CHILDREN IN CARE. SHOULD NOT INCLUDE R’S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p> <p>///CREATE VARIABLE SCHA: IF C4 NE 0 or PREC4 not in (98,99) THEN SCHA=1, IF C4=0 or PREC4=98,99 MAKE SCHA=0///</p> <p>/IF SCHA=0 GOTO D_INTRO/</p>	<p>///ASK IF PREC4=001///</p> <p>C4 Last week, how many parent pay all school age children did your center care for? By school age children I mean any children in first grade and older.</p> <p>[INT NOTE: PLEASE COUNT ANY CHILDREN IN 1ST GRADE OR OLDER AS SCHOOL AGE.]</p> <p>ENTER A NUMBER [RANGE= <u>0-9997</u>]</p> <p>///CREATE VARIABLE SCHA: IF C4 NE 0 or PREC4 not in (98,99) THEN SCHA=1, IF C4=0 or PREC4=98,99 MAKE SCHA=0///</p> <p>///IF SCHA=0 GO TO D_INTRO///</p>

Homes	Centers
<p>///IF C4 = 01 ASK C_4alt, ///</p> <p>///IF C4>1 GOTO PREC4a///</p> <p>C_4alt. How many hours did that child attend last week?</p> <p>[READ RESPONSES IF NECESSARY]</p> <p>01 more than 60 hours</p> <p>02 41-60 hours</p> <p>03 31-40 hours</p> <p>04 21-30 hours</p> <p>05 1-20 hours</p> <p>98 DON'T KNOW</p> <p>99 REFUSED</p>	<p>///IF C4 = 01 THEN ASK///</p> <p>C_4alt. How many hours did that child attend last week?</p> <p>[READ RESPONSES IF NECESSARY]</p> <p>01 more than 60 hours</p> <p>02 41-60 hours</p> <p>03 31-40 hours</p> <p>04 21-30 hours</p> <p>05 1-20 hours</p> <p>98 DON'T KNOW</p> <p>99 REFUSED</p> <p>///ALL IN C_4alt GO TO D_INTRO///</p>
<p>///ASK IF PREC4A=001///</p> <p>C4A Not counting your own, how many of the “parent pay all” school age children were in care for a total of more than 60 hours last week?</p> <p>[INTERVIEWER NOTE: “SCHOOL AGE” CHILDREN ARE 6 YEARS OLD OR OLDER. SHOULD NOT INCLUDE R’S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p>	<p>///ASK IF PREC4A=001///</p> <p>C4A And of those parent pay all school age children, how many were in care for a total of more than 60 hours last week?</p> <p>ENTER A NUMBER [RANGE= <u>0-9997</u>]</p>
<p>///ASK IF PREC4B=001///</p> <p>C4B for a total of 41-60 hours last week?</p> <p>[INTERVIEWER NOTE: “SCHOOL AGE” CHILDREN ARE 6 YEARS OLD OR OLDER. SHOULD NOT INCLUDE R’S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p>	<p>///ASK IF PREC4B=001///</p> <p>C4B for a total of 41-60 hours last week?</p> <p>ENTER A NUMBER= [RANGE= <u>0-9997</u>]</p>
<p>///ASK IF PREC4C=001///</p> <p>C4C for a total of 31-40 hours last week?</p> <p>[INTERVIEWER NOTE: “SCHOOL AGE” CHILDREN ARE 6 YEARS OLD OR OLDER. SHOULD NOT INCLUDE R’S OWN CHILDREN</p>	<p>///ASK IF PREC4C=001///</p> <p>C4C for a total of 31-40 hours last week?</p> <p>ENTER A NUMBER= [RANGE= <u>0-9997</u>]</p>

Homes	Centers
OR ANY CHILDREN NOT CHARGED FULL FEE.]	
ENTER A NUMBER= [RANGE= 0-25]	
<p>///ASK IF PREC4D=001/// C4D for a total of 21-30 hours last week?</p> <p>[INTERVIEWER NOTE: "SCHOOL AGE" CHILDREN ARE 6 YEARS OLD OR OLDER. SHOULD NOT INCLUDE R'S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p>	<p>///ASK IF PREC4D=001/// C4D for a total of 21-40 hours last week?</p> <p>ENTER A NUMBER= [RANGE= <u>0-9997</u>]</p>
<p>///ASK IF PREC4D=001/// C4D for a total of 21-30 hours last week?</p> <p>[INTERVIEWER NOTE: "SCHOOL AGE" CHILDREN ARE 6 YEARS OLD OR OLDER. SHOULD NOT INCLUDE R'S OWN CHILDREN OR ANY CHILDREN NOT CHARGED FULL FEE.]</p> <p>ENTER A NUMBER= [RANGE= 0-25]</p>	<p>///ASK IF PREC4E=001/// C4E for a total of 1-20 hours last week?</p> <p>ENTER A NUMBER= [RANGE= <u>0-9997</u>]</p>
<p>/FOR PREC4a – PREC4e, 98 AND 99 HAVE VALUE OF 0/</p> <p>/LOGIC CHECK SUM: IF SUM of C4A+C4B+C4C+C4D+C4E <> C4, AND PREC4A not in (98,99) or PREC4B not in (98,99) or PREC4C not in (98,99) or PREC4D not in (98,99) or PREC4E not in (98,99) ASK C4_BAD///</p> <p>///PROGRAMMER: RESET THE VALUE FOR THE VARIABLE BUT CAPTURE WHAT THE EDIT WAS HERE/</p> <p>C4_BAD Wait a second. I might have made a mistake. Earlier you said that you cared for ///FILL C_4/// children last week. But I have ///FILL C4A/// at over 60 hours, ///FILL C4B/// kids at 41-60 hours, ///FILL C4C/// kids at 31-40 hours, ///FILL C4D/// at</p>	<p>/FOR C4a – C4e, 98 AND 99 HAVE VALUE OF 0/</p> <p>/LOGIC CHECK SUM: IF SUM of C4A+C4B+C4C+C4D+C4E <> C4, AND PREC4A not in (98,99) or PREC4B not in (98,99) or PREC4C not in (98,99) or PREC4D not in (98,99) or PREC4E not in (98,99) ASK C4_BAD///</p> <p>///PROGRAMMER: RESET THE VALUE FOR THE VARIABLE BUT CAPTURE WHAT THE EDIT WAS HERE/</p> <p>C4_BAD Wait a second. I might have made a mistake. Earlier you said that you cared for ///FILL C_4/// children last week. But I have ///FILL C4A/// at over 60 hours, ///FILL C4B/// kids at 41-60 hours, ///FILL C4C/// kids at 31-40 hours, ///FILL C4D/// at 21-30 hours, and ///FILL C4E/// kids at 1-20 hours.</p>

Homes	Centers
<p>21-30 hours, and ///FILL C4E/// kids at 1-20 hours. That gives me a total of ///FILL SUM OF C4a+C4B+C4C+C4D+C4E/// infants. Could you tell me if the total number of infants I have is correct, or do I have the wrong number of kids listed in one of the hourly categories?</p> <p>///CREATE VARIABLE "PART_SA"=C4c+C4d+C4e/// ///CREATE VARIABLE "FULL_SA"=C4a+C4b///</p> <p>///CREATE VARIABLE "TOTPART"=PART_INF+PART_PRES+PART_SA/// ///CREATE VARIABLE "TOTFULL"=FULL_INF+FULL_PRES+FULL_SA///</p>	<p>That gives me a total of ///FILL SUM OF C4a+C4B+C4C+C4D+C4E/// infants. Could you tell me if the total number of infants I have is correct, or do I have the wrong number of kids listed in one of the hourly categories?</p> <p>///CREATE VARIABLE "PART_SA"=C4a+C4b+C4c/// ///CREATE VARIABLE "FULL_SA"=C4d+C4e///</p> <p>///CREATE VARIABLE "TOTPART"=PART_INF+PART_PRES+PART_KA+PART_SA/// ///CREATE VARIABLE "TOTFULL"=FULL_INF+FULL_PRES+FULL_KA+FULL_SA///</p>
<p>Section D: Fees ///FOR QUESTIONS MARKED: "RATE HELP" DISPLAY FOLLOWING TEXT AS AN INTERVIEWER NOTE:</p> <p>[INTERVIEWER, IF NECESSARY: "Please provide the rate for advance payment, if offered. Do not include sliding scales rates. Do not include higher rates or extra fees you might charge for special services. Do not include rates for weekend, evening, or sick childcare.""]</p> <p>[INTERVIEWER, IF NECESSARY: "We understand that not everybody charges rates that match these questions exactly. For that reason, we need to have a consistent way of deciding which rates to apply. Even if it's not your typical rate, being consistent lets us be more accurate in our estimation.""]</p>	<p>Section D: Fees /FOR QUESTIONS MARKED: "RATE HELP" DISPLAY FOLLOWING TEXT AS AN INTERVIEWER NOTE:</p> <p>[INTERVIEWER, IF NECESSARY: "Please provide the rate for advance payment, if offered. <u>Do not</u> include sliding scales rates. <u>Do not</u> include higher rates or extra fees you might charge for special services. <u>Do not</u> include rates for weekend, evening, or sick childcare.""]</p> <p>INTERVIEWER, IF NECESSARY: "We understand that not everybody charges rates that match these questions exactly. For that reason, we need to have a consistent way of deciding which rates to apply. Even if it's not your typical rate, being consistent lets us be more accurate in our estimation.""]</p>
<p>///ASK IF PPAY=01/// D_INTRO I would now like to ask you how much you charge for care for the "parent pay all" children currently in your care. We are asking about your usual, published rates for weekday care.</p>	<p>///ASK IF PPAY=01/// D_INTRO I would now like to ask you how much your center charges for the care of the "parent pay all" children that are currently enrolled. We are asking about your usual, published rates for weekday care.</p>
<p>///ASK IF PPAY=01/// D1 For your "parent pay all" children, do you</p>	<p>///ASK IF PPAY=01/// D1 For the parent pay all children in your center's</p>

Homes	Centers
<p>charge different rates based on the age of the child? That is, do you charge one rate for infants, another for preschool age children, and another for school age children?</p> <p>01 YES ///SKIP TO DPF/// 02 NO ///SKIP TO DDMA///</p> <p>98 DON'T KNOW //SKIP TO DPF/ 99 REFUSED //SKIP TO DPF//</p>	<p>care, does your center charge different rates based on the age of the child? That is, does your center charge one rate for infants, another for preschool age children, and another for kindergartener or school age children?</p> <p>01 YES ///SKIP TO PREDPF/// 02 NO ///SKIP TO DDMA///</p> <p>98 DON'T KNOW ///SKIP TO PREDPF/// 99 REFUSED ///SKIP TO PREDPF///</p>
<p>///ASK IF D1=02/// DDMA What is your usual monthly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DM/// 02 DO NOT HAVE A MONTHLY RATE ///SKIP TO DWA///</p> <p>98 DON'T KNOW ///SKIP TO DWA/// 99 REFUSED ///SKIP TO DWA///</p> <p>///ASK IF DMA=001/// DM What is your usual monthly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4,500.00]</p>	<p>///ASK IF D1=02/// DDMA What is your usual monthly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DM/// 02 DO NOT HAVE A MONTHLY RATE ///SKIP TO DWA///</p> <p>98 DON'T KNOW ///SKIP TO DWA/// 99 REFUSED ///SKIP TO DWA///</p> <p>///ASK IF DDMA=01/// DM What is your usual monthly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4,500.00]</p>
<p>///ASK IF D1=02/// DWA What is your usual weekly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DW/// 02 NO WEEKLY RATE ///SKIP TO DD///</p> <p>98 DON'T KNOW ///SKIP TO DD/// 99 REFUSED ///SKIP TO DD///</p> <p>///ASK IF DWA=001///</p>	<p>///ASK IF D1=02/// DWA What is your usual weekly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DW/// 02 NO WEEKLY RATE ///SKIP TO DD///</p> <p>98 DON'T KNOW ///SKIP TO DD/// 99 REFUSED ///SKIP TO DD///</p> <p>///ASK IF DWA=01///</p>

Homes	Centers
<p>DW What is your usual weekly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - . - - [RANGE=1.00-\$1000.00]</p>	<p>DW What is your usual weekly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - . - - [RANGE=1.00-\$1000.00]</p>
<p>///ASK IF D1=02///</p> <p>DD Do you have a daily rate that you usually charge for “parent pay all” children?</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive outside of their normal schedule, say for vacations, holidays, etc. If the respondent does not have a “daily” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>/RATE HELP/</p> <p>01 YES ///SKIP TO D_DAYA///</p> <p>02 NO //SKIP to DH //</p> <p>98 DON’T KNOW //SKIP to DH //</p> <p>99 REFUSED //SKIP to DH //</p>	<p>///ASK IF D1=02///</p> <p>DD Do you have a daily rate that you usually charge for “parent pay all” children?</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive outside of their normal schedule, say for vacations, holidays, etc. If the respondent does not have a “daily” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>/RATE HELP/</p> <p>03 YES ///SKIP TO D_DAYA///</p> <p>04 NO //SKIP to DH //</p> <p>99 DON’T KNOW //SKIP to DH //</p> <p>99 REFUSED //SKIP to DH //</p>
<p>///ASK IF DD=01///</p> <p>DDAYA What is your usual daily rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DDAY///</p> <p>98 DON’T KNOW ///SKIP TO DH///</p> <p>99 REFUSED ///SKIP TO DH///</p> <p>///ASK IF DDAYA=01///</p> <p>DDAY What is your usual daily rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]</p>	<p>///ASK IF DD=01///</p> <p>DDAYA What is your usual daily rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DDAY///</p> <p>98 DON’T KNOW ///SKIP TO DH///</p> <p>99 REFUSED ///SKIP TO DH///</p> <p>///ASK IF DDAYA=01///</p> <p>DDAY What is your usual daily rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]</p>
<p>///ASK IF D1=02///</p> <p>DH Do you have an hourly rate that you usually charge</p>	<p>///ASK IF D1=02///</p> <p>DH Do you have an hourly rate that you usually</p>

Homes	Centers
<p>for “parent pay all” children?</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>/RATE HELP/</p> <p>01 YES 02 NO //SKIP TO DPF//</p> <p>98 DON’T KNOW //SKIP TO DPF// 99 REFUSED //SKIP TO DPF//</p>	<p>charge for “parent pay all” children?</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>/RATE HELP/</p> <p>03 YES 04 NO //SKIP TO PREDPF//</p> <p>99 DON’T KNOW //SKIP TO PREDPF// 99 REFUSED //SKIP TO PREDPF//</p>
<p>///ASK IF DH=01/// DHOURLA What is your usual hourly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DHOURLA///</p> <p>98 DON’T KNOW //SKIP TO DPF// 99 REFUSED //SKIP TO DPF//</p> <p>///ASK IF DHOURLA=01/// DHOURL What is your usual hourly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - - - [RANGE=\$1.00-\$30.00]</p>	<p>///ASK IF DH=01/// DHOURLA What is your usual hourly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DHOURLA///</p> <p>100 DON’T KNOW //SKIP TO PREDPF// 101 REFUSED //SKIP TO PREDPF//</p> <p>///ASK IF DHOURLA=01/// DHOURL What is your usual hourly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= - - - - - [RANGE=\$1.00-\$30.00]</p>
<p>///ASK IF PPAY=01/// DPF Now I’d like to ask you about the weekly and monthly rates you usually charge for part-time and full-time care. For the “parent pay all” children in your care, do you charge different rates for children in part-time care compared to those in full-time care?</p> <p>/RATE HELP/</p> <p>[INTERVIEWER NOTE: PART-TIME IS LESS</p>	<p>///ASK IF PPAY=01/// DPF Now I’d like to ask you about the weekly and monthly rates you usually charge for part-time and full-time care. For the “parent pay all” children in your care, do you charge different rates for children in part-time care compared to those in full-time care?</p> <p>/RATE HELP/</p> <p>[INTERVIEWER NOTE: PART-TIME IS LESS</p>

Homes	Centers
<p>THAN 30 HOURS/WEEK. FULLTIME IS MORE THAN 30 HOURS/WEEK]</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 YES – DIFFERENT PART TIME AND FULL TIME RATE ///DPFFMA///</p> <p>02 NO –PART TIME AND FULLTIME RATES ARE THE SAME ///PREDD_B///</p> <p>03 DO NOT ACCEPT PART-TIME CHILDREN/DO NOT HAVE PART-TIME RATES ///DPFFMA///</p> <p>98 DON'T KNOW ///DPFPMA//</p> <p>99 REFUSED ///DPFPMA//</p>	<p>THAN 30 HOURS/WEEK. FULLTIME IS MORE THAN 30 HOURS/WEEK]</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 YES – DIFFERENT PART TIME AND FULL TIME RATE</p> <p>02 NO –PART TIME AND FULLTIME RATES ARE THE SAME</p> <p>03 DO NOT ACCEPT PART-TIME CHILDREN/DO NOT HAVE PART-TIME RATES</p> <p>98 DON'T KNOW</p> <p>99 REFUSED</p>
<p>///ASK IF D1=02 AND DPF=01,98,99/// DPFPMA What is your usual part-time monthly rate for “parent pay all” children?</p> <p>/RATE HELP/ [IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 ENTER AMOUNT ///SKIP TO DPFPMA///</p> <p>02 DO NOT HAVE A MONTHLY RATE ///SKIP TO DPFPWA///</p> <p>98 DON'T KNOW ///SKIP TO DPFFMA///</p> <p>99 REFUSED ///SKIP TO DPFFMA///</p> <p>///ASK IF DPFPMA=01/// DPFPM What is your usual part-time monthly rate for “parent pay all” children? [IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or</p>	<p>///IF D1=02 AND DPF=02, SKIP TO U1///</p> <p><i>Ask rates for full and part-time no differences in age groups</i></p> <p>///ASK IF D1=02 AND DPF=01,98,99/// DPFPMA What is your usual part-time monthly rate for “parent pay all” children?</p> <p>/RATE HELP/ [IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 ENTER AMOUNT ///SKIP TO DPFPMA///</p> <p>02 DO NOT HAVE A MONTHLY RATE ///SKIP TO DPFPWA///</p> <p>98 DON'T KNOW ///SKIP TO DPFFMA///</p> <p>99 REFUSED ///SKIP TO DPFFMA///</p>

Homes	Centers
<p>pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= [RANGE=\$1.00 - \$4,500.00]</p>	<p>///ASK IF DPFPMA=01/// DPFFM What is your usual part-time monthly rate for “parent pay all” children?</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= [RANGE=\$1.00 - \$4,500.00]</p>
<p>///ASK IF D1=02 AND DPF=01,03,98,99/// DPFFMA What is your usual full-time monthly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DPFFM/// 02 DO NOT HAVE A MONTHLY RATE ///SKIP TO DPFPWA ///</p> <p>98 DON’T KNOW ///SKIP TO DPFPWA /// 99 REFUSED ///SKIP TO DPFPWA ///</p> <p>///ASK IF DPFFMA=01/// DPFFM What is your usual full-time monthly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= [RANGE=\$1.00 - \$4,500.00]</p>	<p>///ASK IF D1=02 AND DPF=01,03,98,99/// DPFFMA What is your usual full-time monthly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO DPFFM/// 02 DO NOT HAVE A MONTHLY RATE ///SKIP TO DPFPWA ///</p> <p>98 DON’T KNOW ///SKIP TO DPFPWA /// 99 REFUSED ///SKIP TO DPFPWA ///</p> <p>///ASK IF DPFFMA=01/// DPFFM What is your usual full-time monthly rate for “parent pay all” children?</p> <p>ENTER AMOUNT= [RANGE=\$1.00 - \$4,500.00]</p>
<p>///ASK IF D1=02 AND DPF=01,98,99/// DPFPWA What is your usual part-time weekly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who</p>	<p>///ASK IF D1=02 AND DPF=01,98,99/// DPFPWA What is your usual part-time weekly rate for “parent pay all” children?</p> <p>/RATE HELP/</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school</p>

Homes	Centers
attends before and after school.]	age child who attends before and after school.]
01 ENTER AMOUNT ///SKIP TO DPFPW/// 02 DO NOT HAVE A WEEKLY RATE //SKIP TO PREDD_B//	01 ENTER AMOUNT ///SKIP TO DPFPW/// 02 DO NOT HAVE A WEEKLY RATE //SKIP TO PREDD_B//
98 DON'T KNOW ///SKIP TO DPFFWA// 99 REFUSED ///SKIP TO DPFFWA//	98 DON'T KNOW ///SKIP TO DPFFWA// 99 REFUSED ///SKIP TO DPFFWA//
///ASK IF DPFPWA=01/// DPFPW What is your usual part-time weekly rate for “parent pay all” children? [IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.] ENTER AMOUNT= - - - . - - [RANGE=\$1.00 – \$1,000.00]	///ASK IF DPFPWA=01/// DPFPW What is your usual part-time weekly rate for “parent pay all” children? [IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.] ENTER AMOUNT= - - - . - - [RANGE=\$1.00 – \$1,000.00]
///ASK IF D1=02 AND DPF=01,03,98,99/// DPFFWA What is your full-time weekly rate for “parent pay all” children? /RATE HELP/ 01 ENTER AMOUNT ///SKIP TO DPFFW/// 02 DO NOT HAVE A WEEKLY RATE 98 DON'T KNOW 99 REFUSED ///ASK IF DPFFWA=01/// DPFFW What is your full-time weekly rate for “parent pay all” children? ENTER AMOUNT= - - - . [RANGE=\$1.00 - \$1,000.00]	///ASK IF D1=02 AND DPF=01,03,98,99/// DPFFWA What is your full-time weekly rate for “parent pay all” children? /RATE HELP/ 01 ENTER AMOUNT ///SKIP TO DPFFW/// 02 DO NOT HAVE A WEEKLY RATE 98 DON'T KNOW 99 REFUSED ///ASK IF DPFFWA=01/// DPFFW What is your full-time weekly rate for “parent pay all” children? ENTER AMOUNT= - - - . [RANGE=\$1.00 - \$1,000.00]
///ASK IF INFAN=1 AND D1=01,98,99 AND DPF=01,98,99 /// PRED4 B What is your usual part-time monthly rate	///ASK IF INFAN=1 AND D1=01,98,99 AND DPF=01,98,99 /// PRED4 B What is your usual part-time monthly rate

Homes	Centers
<p>for “parent pay all” infants? By infants, I mean any children from age 0 to 2 years old (24 months).</p> <p>/RATE HELP/</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 ENTER AMOUNT ///SKIP TO D4_B/// 02 DO NOT HAVE A MONTHLY RATE //SKIP TO PRED4//</p> <p>98 DON'T KNOW ///SKIP TO PRED4_C/// 99 REFUSED ///SKIP TO PRED4_C///</p> <p>///ASK IF PRED4_B=01/// D4_B What is your usual part-time monthly rate for “parent pay all” infants? By infants, I mean any children from age 0 to 2 years old (24 months).</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$4500.00]</p>	<p>for “parent pay all” infants? By infants, I mean any children from age 0 to 2 years old (24 months).</p> <p>/RATE HELP/</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 ENTER AMOUNT ///SKIP TO D4_B/// 02 DO NOT HAVE A MONTHLY RATE //SKIP TO PRED4//</p> <p>98 DON'T KNOW ///SKIP TO PRED4_C/// 99 REFUSED ///SKIP TO PRED4_C///</p> <p>///ASK IF PRED4_B=01/// D4_B What is your usual part-time monthly rate for “parent pay all” infants? By infants, I mean any children from age 0 to 2 years old (24 months).</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$4500.00]</p>
<p>///ASK IF PRED4_C=01/// D4_C What is your usual full-time monthly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$4500.00]</p>	<p>///ASK IF PRED4_C=01/// D4_C What is your usual full-time monthly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$4500.00]</p>
<p>///ASK IF PRED4=01/// D4 What is your usual part-time weekly rate for “parent pay all” infants? By infants I mean any</p>	<p>D4 What is your usual part-time weekly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p>

Homes	Centers
<p>children from age 0 to 2 years old (24 months).</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$1000.00]</p>	<p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$1000.00]</p>
<p>/// ASK IF INF=1 AND D1=01,98,99 AND DPF=01,02,03,98,99///</p> <p>PRED4_A What is your usual full-time weekly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO D4_A///</p> <p>02 DO NOT HAVE A WEEKLY RATE ///SKIP TO PRED5_B///</p> <p>98 DON'T KNOW ///SKIP TO PRED5_B///</p> <p>99 REFUSED ///SKIP TO PRED5_B///</p> <p>///ASK IF PRED4_A=01///</p> <p>D4_A What is your usual full-time weekly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$1000.00]</p>	<p>/// ASK IF INF=1 AND D1=01,98,99 AND DPF=01,02,03,98,99///</p> <p>PRED4_A What is your usual full-time weekly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT ///SKIP TO D4_A///</p> <p>02 DO NOT HAVE A WEEKLY RATE ///SKIP TO PRED5_B///</p> <p>98 DON'T KNOW ///SKIP TO PRED5_B///</p> <p>99 REFUSED ///SKIP TO PRED5_B///</p> <p>///ASK IF PRED4_A=01///</p> <p>D4_A What is your usual full-time weekly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$1000.00]</p>
<p>///ASK IF PRED5_B=01///</p> <p>D5_B What is your usual part-time monthly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old.</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday</p>	<p>///ASK IF PRED5_B=01///</p> <p>D5_B What is your usual part-time monthly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old.</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday</p>

Homes	Centers
mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]	mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]
01 ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4500.00]	01 ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4500.00]
///ASK IF PRED5_C=001/// D5_C What is your usual full-time monthly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old. ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4500.00]	///ASK IF PRED5_C=001/// D5_C What is your usual full-time monthly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old. ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4500.00]
D5 What is your usual part-time weekly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old. [IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.] ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$1000.00]	///ASK IF PRED5=01/// D5 What is your usual part-time weekly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old. [IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.] ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$1000.00]
///ASK IF PRED5_A=01/// D5_A What is your usual full-time weekly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old. 01 ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$1000.00]	///ASK IF PRED5_A=01/// D5_A What is your usual full-time weekly rate for “parent pay all” preschool children? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old. 01 ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$1000.00]
//ASK IF SCHA=1 AND D1=01,98,99 AND DPF=01,98,99// PRED6_B What is your usual part-time monthly rate for “parent pay all” school age children? By school	//ASK IF SCHA=1 AND D1=01,98,99 AND DPF=01,98,99// PRED6_B What is your usual part-time monthly rate for “parent pay all” school age children? By school

Homes	Centers
<p>age children I mean any children from 6 years old or older.</p> <p>/RATE HELP/</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 ENTER AMOUNT ///SKIP TO D6_B/// 02 DO NOT HAVE A MONTHLY RATE //SKIP TO PRED6//</p> <p>98 DON'T KNOW //SKIP TO PRED6_C// 99 REFUSED //SKIP TO PRED6_C//</p> <p>///ASK IF PRED6_B=01/// D6_B What is your usual part-time monthly rate for “parent pay all” school age children? By school age children I mean any children from 6 years old or older.</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4500.00]</p>	<p>age children I mean any children from 6 years old or older.</p> <p>/RATE HELP/</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>01 ENTER AMOUNT ///SKIP TO D6_B/// 02 DO NOT HAVE A MONTHLY RATE //SKIP TO PRED6//</p> <p>98 DON'T KNOW //SKIP TO PRED6_C// 99 REFUSED //SKIP TO PRED6_C//</p> <p>///ASK IF PRED6_B=01/// D6_B What is your usual part-time monthly rate for “parent pay all” school age children? By school age children I mean any children from 6 years old or older.</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$4500.00]</p>
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<p>///ASK IF PRED6=01/// D6 What is your usual part-time weekly rate for “parent pay all” school age children? By school age</p>	<p>///ASK IF PRED6=01/// D6 What is your usual part-time weekly rate for “parent pay all” school age children? By school age</p>

Homes	Centers
<p>children I mean any children from 6 years old or older.</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$1000.00]</p>	<p>children I mean any children from 6 years old or older.</p> <p>[IF NECESSARY: If you have more than one part-time rate, please use the rate that would apply to an infant or pre-schooler who attends Monday-Friday mornings. If you only care for school-age children, use the part-time rate that would apply for a school age child who attends before and after school.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00 - \$1000.00]</p>
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<p>///ASK IF INFAN=1, ELSE GOTO PREDD_C/// PREDD_B What is your usual daily rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00] ///SKIP TO DD_B/// 02 NO DAILY RATE ///SKIP TO PREDD_C///</p> <p>98 DON’T KNOW///SKIP TO PREDD_C/// 99 REFUSED///SKIP TO PREDD_C///</p> <p>///ASK IF PREDD_B=01/// DD_B What is your usual daily rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]</p>	<p>///ASK IF INFAN=1, ELSE GOTO PREDD_C/// PREDD_B What is your usual daily rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>/RATE HELP/</p> <p>01 ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00] ///SKIP TO DD_B/// 02 NO DAILY RATE ///SKIP TO PREDD_C///</p> <p>98 DON’T KNOW///SKIP TO PREDD_C/// 99 REFUSED///SKIP TO PREDD_C///</p> <p>///ASK IF PREDD_B=01/// DD_B What is your usual daily rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months).</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]</p>
<p>///ASK IF PREDD_C=01/// DD_C What is your usual daily rate for “parent pay all” pre-schoolers? By pre-schoolers I mean any</p>	<p>///ASK IF PREDD_C=01/// DD_C What is your usual daily rate for “parent pay all” pre-schoolers? By pre-schoolers I mean any</p>

Homes	Centers
children from age 2 (25 months) to 5 years old. ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]	children from age 2 (25 months) to 5 years old. ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]
///ASK IF PREDD_D=01/// DD_D What is your usual daily rate for “parent pay all” school age children? By school age children I mean any children from 6 years old or older. ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]	///ASK IF PREDD_D=01/// DD_D What is your usual daily rate for “parent pay all” school age children? By school age children I mean any children from 6 years old or older. ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$240.00]
///ASK IF INFAN=1, ELSE GOTO PREDH_C/// PREDH_B What is your usual hourly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months). [INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEEKEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.] /RATE HELP/ 01 ENTER AMOUNT ///SKIP TO DH_B/// 02 NO HOURLY RATE ///SKIP TO PREDH_C/// 98 DON’T KNOW ///SKIP TO PREDH_C/// 99 REFUSED///SKIP TO PREDH_C/// ///ASK IF PREDH_B=01/// DH_B What is your usual hourly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months). [INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT	///ASK IF INFAN=1, ELSE GOTO PREDH_C/// PREDH_B What is your usual hourly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months). [INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEEKEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.] /RATE HELP/ 01 ENTER AMOUNT ///SKIP TO DH_B/// 02 NO HOURLY RATE ///SKIP TO PREDH_C/// 98 DON’T KNOW ///SKIP TO PREDH_C/// 99 REFUSED///SKIP TO PREDH_C/// ///ASK IF PREDH_B=01/// DH_B What is your usual hourly rate for “parent pay all” infants? By infants I mean any children from age 0 to 2 years old (24 months). [INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT

Homes	Centers
<p>INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEEKEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$30.00]</p>	<p>INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEEKEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$30.00]</p>
<p>///ASK IF PREDH_C=01///</p> <p>DH_C What is your usual hourly rate for “parent pay all” pre-schoolers? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old.</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEEKEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$30.00]</p>	<p>///ASK IF PREDH_C=01///</p> <p>DH_C What is your usual hourly rate for “parent pay all” pre-schoolers? By pre-schoolers I mean any children from age 2 (25 months) to 5 years old.</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEEKEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=\$1.00-\$30.00]</p>
<p>///ASK IF PREDH_D=01///</p> <p>DH_D What is your usual hourly rate for “parent pay all” school age children? By school age children I mean any children from 6 years old or older.</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEENEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>ENTER AMOUNT= - - - . - - [RANGE=1.00-</p>	<p>///ASK IF PREDH_D=01///</p> <p>DH_D What is your usual hourly rate for “parent pay all” school age children? By school age children I mean any children from 6 years old or older.</p> <p>[INTERVIEWER NOTE: This can be either the way they usually charge for all care, or it can be how they charge for additional care children receive. DO NOT INCLUDE: SLIDING SCALE RATES OR DISCOUNTS, HIGHER RATES OR EXTRA FEES FOR SPECIAL SERVICES, WEENEND, EVENING OR SICK CHILDCARE RATES. If the respondent does not have an “hourly” rate that they usually charge, enter “NO.” Do not do the math.]</p> <p>ENTER AMOUNT= - - - . - -</p>

Homes	Centers
\$30.00]	[RANGE=1.00-\$30.00]
Section U: Respondent Preferences ///ASK ALL/// U1. For future planning purposes, we would like to ask you some questions about the market rate survey..... Does your home/center have access to the internet? 01 yes 02 no 98 DON'T KNOW 99 REFUSED	Section U: Respondent Preferences ///ASK ALL/// U1. For future planning purposes, we would like to ask you some questions about the market rate survey..... Does your center have access to the internet? 01 YES 02 NO 98 DON'T KNOW 99 REFUSED
///ASK ALL/// U2. How would you prefer to participate in the market rate survey in the future? 01. by mail 02. by telephone 03 by the internet 97 OTHER – SPECIFY 98 DON'T KNOW 99 REFUSE	///ASK ALL/// U2. How would you prefer to participate in the market rate survey in the future? 01. by mail 02. by telephone 03 by the internet 97 OTHER – SPECIFY 98 DON'T KNOW 99 REFUSE
///ASK ALL/// W1 What could we do better to encourage people to participate in the market rate survey? 01 /TEXT RANGE=250/ ENTER RESPONSE 98 DON'T KNOW / NO COMMENT 99 REFUSED	///ASK ALL/// W1 What could we do better to encourage people to participate in the market rate survey? 01 /TEXT RANGE=250/ ENTER RESPONSE 98 DON'T KNOW 99 REFUSED
Section G: Good-bye & Thank you ///ASK ALL/// G1 Thank you very much for your time and cooperation. These are all the questions I have for you. Is there anything you would like to share with the Department of Education about this survey, childcare, funding, or anything else that concerns you. Your answers will be completely confidential.	Section G: Good-bye & Thank you ///ASK ALL/// G1 Thank you very much for your time and cooperation. These are all the questions I have for you. Is there anything you would like to share with the Department of Education about this survey, childcare, funding, or anything else that concerns you. Your answers will be completely confidential.

Homes	Centers
01 ENTER RESPONSE 98 DON'T KNOW/NO COMMENT 99 REFUSED	01 ENTER RESPONSE 98 DON'T KNOW 99 REFUSED
G_BYE Once again, thank you for your help. This information is very important and useful for everyone in the childcare community.	G_BYE Once again, thank you for your help. This information is very important and useful for everyone in the childcare community.